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AUTHOR Schoenberger, R. Laurence

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ABSTRACT

Project Career Exploration's overall purpose was designing and implementing a method of providing juniors and seniors in high school with career exploration opportunities relative to the occupational programs offered by the Waukesha County Technical Institute and other postsecondary institutions. Course outlines make up the body of the report, outlining objectives, materials, and presentation guidelines. Resource addresses are provided for each unit of study. Courses were designed to provide knowledge of the range of occupations within a given career cluster as well as an understanding of the environment, job opportunities, and the types of special skills required for specific occupations. Health careers and hospitality careers were selected by a committee of high school representatives for development into career exploration courses to be offered on a semester basis. The courses, consisting of lectures, field trips, and guest speakers, were taught in the evening once a week for two and one-half hours. (KH)

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ED 110798

FINAL REPORT

PROJECT NO. 08.026.151.313

PROJECT CAREER EXPLORATION

February, 1974

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WAUKESHA COUNTY TECHNICAL INSTITUTE

Pewaukee, Wisconsin

OE 004612

1975

Final Report

Project No. 08.026.151.313

PROJECT CAREER EXPLORATION

R. Laurence Schoenberger

Waukesha County Technical Institute
Pewaukee, Wisconsin

February, 1974

The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of Federal funds from the U. S. Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board or U. S. Office of Education position or policy.

SUMMARY

There is growing support in the United States today for implementation of "Career Education" within our schools. "Career Education" should be aimed at providing all individuals coming out of our educational system with both a marketable skill and adequate preparation to assure entry into institutions or programs furthering education or training. The ideal means of implementing "Career Education" would be to develop a K-12 system in which the child progressively increases his knowledge and skills involving careers, career selection, and career preparation. However, until such a plan can be implemented, a concern exists for the individuals currently enrolled in our educational system who have already completed the lower grades and will thus miss out on the early years of career education. It is imperative that these individuals also receive information and skills in preparation for a future job. Project Career Exploration was aimed at providing high school students with the information about existing careers which would assist them in selecting their own career.

Project Career Exploration consisted of two phases, the first was carried out by the Waukesha County Technical Institute in conjunction with high schools in the vocational, technical and adult education district and the second was carried out in high schools under the direction of WCTI. Under Phase I of Project Career Exploration, agreements were completed between WCTI and area high schools for the establishment of two high school courses in career exploration. The staff at WCTI then developed course outlines and curriculum for the courses. Phase II consisted of the implementation of these courses by area high schools.

Project Career Exploration appears to have been a useful alternative in providing career information to high school students who have not had the opportunity to receive this information throughout their formal education. Based upon the apparent success of Project Career Exploration in providing information necessary for career decisions to those students with a sincere interest in career selection, WCTI recommends further development of similar courses. In addition, WCTI perceives a need to develop a means of instilling in students the need to be adequately informed prior to selecting an occupational career. Internalization of this need for information on career selection into students would assist in guiding them into programs such as project career exploration.

INTRODUCTION

A recent Department of Health, Education and Welfare publication titled "Career Education" has identified that "Nearly 2.5 million students leave formal educational systems in the United States each year without adequate preparation for careers." This phenomenon becomes apparent at the local level when all too frequently high school students and other prospective students of WCTI are unaware of the nature and characteristics of a particular occupational cluster or specific career when attempting to make a career decision or embark upon career training.

Waukesha County Technical Institute (WCTI) is one of sixteen post-secondary vocational, technical and adult education districts in Wisconsin. As a district whose obligation and commitment is to provide opportunities which will prepare people for gainful employment and a successful life we see the need to improve the process by which career decisions are made. Many high school students come to us undecided or not fully prepared to make a selection regarding career training. Undoubtedly an even larger number of students do not enroll at an institution like WCTI because they have had little or no exposure to the career opportunities available to them. We believe more needs to be done in the area of assisting students to make a career choice prior to graduation or withdrawal from high school.

The problem of inadequate preparation for selecting a career and of inadequate training for meeting the demands of a particular job are being studied in great depth within the United States and Wisconsin. The concept of "career education" in which the child would receive career orientation, career exploration and job preparation on a K-12 basis is being widely discussed, researched and publicized as a means of dealing with the problem of inadequate career preparation. However, while "career education" in theory appears to offer many answers to our growing needs for more adequately preparing individuals to enter the world of work, full implementation of such a plan is still a long way off. Because the plans for career education would start with a child immediately after he enters school, we will not feel the full effect of this change until the first group of children completes all stages of their education under this system. A need has therefore been identified by the Waukesha County Technical Institute for developing an interim program of career education to meet the needs of those individuals already in school who have not had the benefit of career education since they entered school. These interim courses need to cover the aspects of career education that will hopefully be taught in the lower grades in the future, as well as those aspects of career education planned for the upper grades under the ideal K-12 career education model.

In attempting to fully meet the need for career education, more than job information must be provided. Career education must also aid the student in developing attitudes about the personal, psychological, social and economic significance of work. The student must be assisted in developing self-awareness and in matching his interests and abilities against potential careers. High school students are not often afforded the opportunity to analyze and compare careers and career clusters. In order for a student to make an intelligent career decision he must have alternatives from which to choose. He must also have information and data about the various careers which will enable him to identify with them. Ideally each student should somehow gain actual exposure to the characteristics, nature and environment of those careers he is considering. This experience should include:

- exposure to career environment
- career challenges
- career satisfaction
- career responsibilities
- opportunities for career advancement
- compensation
- employer requirements for skills in written and oral communications, reading and mathematics
- employer expectations in social, citizenship and employee relations
- employer expectations for creativity, independence and innovation
- need for initial and continuing education or training
- sources of training and additional sources of information regarding the career

Because direct contact with the characteristics and environment of given careers is normally not available in the high school setting, a suitable vicarious experience needs to be provided to the high school student. Until the educational system within the United States has incorporated career education into the total K-12 curriculum, career learning opportunities such as those afforded under Project Career Exploration are greatly needed.

Review of the Literature

A review of the literature involving career education provides an abundance of information dealing with proposed models for career education on a K-12 basis as well as on the need for this type of education. However, it appears that little or no publications have appeared dealing with the immediate need for career education and means to assist students until a K-12 program can be fully established. For this reason it is assumed that Project Career Exploration provided a unique interim program which merits the support of the vocational-technical education system as well as the support of high school educators.

THE PROJECT

Objectives

Project Career Exploration was developed with the overall purpose of designing and implementing a method of providing career exploration opportunities for juniors and seniors in high school relative to the occupational programs offered by the Waukesha County Technical Institute and other post high school institutions. Project Career Exploration attempted to provide students with an understanding of the demands and complexities of our modern society's constantly changing world of work. Each career exploration course was aimed at providing knowledge of the range of occupations within a given career cluster as well as an understanding of the environment, job opportunities, and the types of special skills and knowledge required for specific occupations and families of occupations. Specific objectives for accomplishing these ends fell into two areas: WCTI objectives and high school objectives.

WCTI OBJECTIVES

a. To select two career areas on which career exploration courses will be developed.

b. To develop evaluable student objectives for the two career exploration courses. These objectives will center around the following goals:

1. to provide the opportunity for fifty juniors and seniors in high school to explore occupational clusters and careers often uncommon to current high school offerings.

2. to assist fifty students to select and eliminate careers related to their abilities and aptitudes.

3. to assist fifty students to pursue careers where gainful employment opportunities are available.

4. to make available to fifty high school students current information and data on job opportunities, job responsibilities, job advancement potential and compensation within specific careers.

c. To develop complete course outlines for the two career education courses based on the established student objectives and incorporating flexible teaching methods.

OBJECTIVES FOR HIGH SCHOOLS IN WAUKESHA AREA VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

The main objective of the three high schools within the district who participated in this program was to provide career education to two classes of students each consisting of approximately thirty students prior to the adoption of a K-12 career education system and in the interim between the beginning of such a system and the time in which all students would have benefited from the system from kindergarten on.

PROCEDURES AND ACTIVITIES

The following outline of activities and procedures was implemented in two phases in order to accomplish the stated objectives. Phase I (September - December, 1972) dealt with the objectives established for WCTI and Phase II (January - December, 1973) objectives established for high schools participating in the project.

Phase I

Phase I began with the completion and finalization of agreements between WCTI and area high school districts regarding the establishment of two high school courses to be offered during the second semester of the 1972-1973 school year. A high school-WCTI co-op program was established consisting of representatives from the Waukesha County Technical Institute and the high schools in the district to facilitate the development of career education programs. (See Appendix I) During the first semester of the 1972-1973 school year high school representatives from this committee selected Hospitality Careers and Health Careers to be developed into career exploration courses from the following five areas (Objective a):

1. Hospitality careers
2. Data Processing careers
3. Health and Service careers
4. Metal Processing careers
5. Safety careers (industrial, business, consumer, etc.)

Specific career areas were chosen rather than attempting to cover a wide range of areas because it was felt that only by limiting the scope of each course, could sufficient coverage be given to enable the student to make a knowledgeable choice either in favor of or against this career choice and to know how to pursue the career if he felt so inclined. Specific evaluable student objectives were then developed for each of the two courses (Objective b) and course outlines were prepared (Objective c). In establishing specific course objectives and developing the course outlines contact was maintained with the local high school districts so that they could provide input based on their knowledge of the needs of high school students. This provided both a cooperative and innovative means of course development.

Each course was researched and developed around the framework of the existing high school semester concept. Each course carried a minimum of one-half high school credit for a one semester course. In addition, each course had available to it at least once each week a two hour block of time for field trips and excursions to gain exposure to actual job environments. Phase I was funded by both Federal and local funds and was initiated and accomplished during the first semester of the 1972-1973 school year. (See Appendix II and III for course outlines as developed.)

Phase II

Phase II was the implementation phase and consisted of providing two high school courses on a pilot basis in a district high school. The Hospitality Awareness course was taught at Oconomowoc High School during the second semester of the 1972-1973 school year and the Health Careers course was taught at Oconomowoc High School during the first semester of the 1973-1974 school year. The courses were taught in the evening, one day a week for two and one half hours per class meeting and ran for fifteen weeks. The courses consisted not only of lecture presentations by the instructor but also of field trips and guest speakers.

The selection of a location of each of the offerings took into consideration accessibility for neighboring high school district students. In the future the courses can be rotated to provide for variety of opportunities throughout the high school districts or duplicate courses can be offered in high school districts having enrollments great enough to support their own course. Should the demand prove to be great enough, consideration will be given to the possibility of offering more than one course in a given district during a single semester.

Instructional costs for the programs were paid by the high schools involved. WCTI provided both the curriculum materials and the instructional staff and in exchange for these services the high schools reimbursed WCTI at a rate of $0.76 per student per period of attendance.

FINDINGS AND ANALYSIS

Thirty-six sophomores, juniors and seniors from Oconomowoc, Muskego, and Menomonee Falls High Schools enrolled in the Hospitality Awareness course taught at Oconomowoc High School. Twenty-four of the students were female and twelve were male. Twenty-six of the original students completed the course. Out of a total of fifteen sessions the average number of sessions attended for those individuals completing the course was thirteen. Seven students received an A, thirteen students a B, three students a C and three students a D. Thirty-one sophomores, juniors and seniors from Oconomowoc High School enrolled in the Health Careers Course, twenty-five males and six females. Out of this number twenty-one students completed receiving nine A's, eight B's, and four C's. Out of fifteen sessions the average number of sessions attended for those completing the course was twelve.

Several approaches were incorporated in measuring the success of the career education concept developed in Project Career Exploration. Student opinionnaires were gathered on the effectiveness of the hospitality awareness course, pre and post-tests for career knowledge were given in the health careers course and instructor input was obtained for both courses.

Hospitality Awareness Course

Only one (5.9%) out of seventeen respondents felt the hospitality awareness course had no affect on them in terms of career selection. Twelve (70.6%) felt the course assisted them in identifying an interest in one of the careers studied and four (23.5%) indicated the course helped them to realize they were not interested in the careers studied. Table I illustrates the affect students felt the hospitality awareness course had on their own career selection.

TABLE I

AFFECT OF COURSE ON CAREER SELECTION

AFFECT	NUMBER OF STUDENTS
Assisted in identifying interest in a career	12 (70.6%)
Assisted in identifying that a career was not right for them	4 (23.5%)
No affect	1 (5.9%)

In addition, students taking the hospitality awareness course felt the course content was adequate to meet their career information needs. Table II illustrates in more detail student opinion on course content.

TABLE II

STUDENT EVALUATION OF COURSE CONTENT

Information Topic	Amount of Information		
	Too Much	Right Amount	Too Little
Job Opportunities	1 (5.9%)	15 (88.2%)	1 (5.8%)
Job Responsibilities	1 (5.9%)	9 (52.9%)	7 (41.2%)
Job Advancement Potential	1 (5.9%)	14 (82.4%)	2 (11.8%)
Salary	--	11 (64.7%)	6 (35.3%)

For the most part, those students indicating the amount of information contained in the course was not directly related to their needs felt that too little rather than too much information was provided. This substantiates the basic premise of this project that students need a means for obtaining career information.

Health Careers Course

All of the students enrolled in the health careers course indicated the course had an effect on their career selection process by providing them with needed information. In order to determine more accurately the affect of the health careers course on student knowledge acquisition both a pre and a post-test were given. Areas in which it appears students made significant gains in understanding health careers included salary information, job availability, and the diversity of jobs available in this career area. When asked to rank those aspects in the health care field which most attracted them, salary fell from second to sixth as students gained a more realistic understanding of wages earned in health care fields. At the beginning of the course, 19% of the students felt job availability to be poor for health care workers as opposed to 100% of the students recognizing availability as good at the end of the class. Some of the students continued to have difficulty in identifying training requirements in health care fields but felt they were aware of resources available for finding out more about those fields in which they had a strong interest.

Instructor Opinions

Comments and suggestions derived from instructors included the following:

1. Student selection has a bearing on course success. Those students enrolled in the course merely for the credit lacked motivation and additional means need to be provided for demonstrating to these students the importance of adequate information in making career decisions.

2. Two and one half hours is too long for the classroom portion of the course, particularly after students have put in a full school day. Likewise, two and one half hours is not a long enough block of time for field trips.

3. Field trips taken during the day as opposed to evening would be more meaningful in some instances as some portions of food and health industries are not operative or are only in partial operation during evening hours.

4. The curriculum seemed to be very well developed.

5. The information developed in these courses should be made available at an earlier age, perhaps on the eighth grade level.

6. Response from the health and food industries was very positive even to the point of making time available for "hands-on" experiences.

CONCLUSION

Project Career Exploration appears to have been a successful alternative in providing career education. The curriculum developed seems well directed in meeting student needs and in addition provides flexibility for dealing with other age groups. Courses like those developed in Project Career Exploration are recommended in other occupational areas, particularly until a more all inclusive system of K-12 career education is developed and fully operative.

RECOMMENDATIONS

1. Additional career exploration courses should be developed.

2. Career exploration course should also be taught to younger students such as on the junior high level rather than only at the high school level.

3. Screening devices should be developed to identify the student only interested in the credit earned and special attempts at motivating these students should then be made.

4. Lecture courses should meet for a shorter time span and be incorporated into the daily schedule of students as opposed to night class meetings.

5. The length of field trips should be increased from two and one half hours and where beneficial and possible should be conducted during the day.

APPENDIX I

HIGH SCHOOL CO-OP COMMITTEE

WCTI Personnel

Mr. R. T. Anderson
District Director

Mr. James Catania
Assistant Director-Instructional Services

Mr. James Pozza
Registrar

Miss Kathy Remick
Community Relations

Mr. William J. Moylan
Coordinator, Community Relations

Mr. Stanley Goran
Guidance Director

Mr. Kurt Kahl, Chairman
Food Services

Miss Joan Stephens
High School Relations Assistant

Miss Laura Baughn
Division Chairman, Health Occupations

Mr. R. Lawrence Schoenberger
Assistant Director-Student Services

High School Representatives

Mr. Richard Johnson
Career Education
Waukesha High School

Mr. Wilbert Herrmann
Vocational Coordinator
Mukwonago Senior High School

Mr. Gerald Varick
Vocational Coordinator
Muskego High School

High School Representatives (continued)

Mr. Glenn A. Wood
Director of Work Study
New Berlin Public Schools

Mr. Jack L. Bold
Vocational Coordinator
Arrowhead High School

Mr. Craig Cobb
Guidance Director
Palmyra High School

Mr. Frank A. Sirianni
Director of Secondary Education
Menomonee Falls Public Schools

Mr. Robert W. Goll
Assistant Superintendent-Instruction
Elmbrook Schools

Mr. Robert Smocke
Secondary Supervisor-Curriculum
Elmbrook Schools

Mr. Donald G. Kremer
Directing Principal
Oconomowoc High School

Mr. Gene Edgette
Assistant Superintendent
Pewaukee High School

Ms. Lois Willeshiem
Administrative Assistant
Hamilton High School

Mr. Sherwood Williams
Vocational Coordinator
Kettle Moraine Area Schools

APPENDIX II

PROJECT CAREER EXPLORATION

Project No. 08 026 151 313

H O S P I T A L I T Y A W A R E N E S S

May, 1973

WAUKESHA COUNTY TECHNICAL INSTITUTE

Mr. A. J. Natalizio, District Director

HOSPITALITY AWARENESS

COURSE OUTLINE

COURSE DESCRIPTION

The purpose of the Hospitality Awareness Career Exploration course is to offer an opportunity for interested students to explore the job market of the 3,000 jobs available in the Hospitality industry. Dissemination of current relative information for opportunities in industry such as: interesting locations where positions may be available, lines of advancement, training required, self-development, advantages and disadvantages of work before entering the field and additional requirements of the industry as a whole.

The student will be exposed to the hospitality industry with a great deal of importance on vocations. The question "who is he?" often means "How does he earn his living?" The Hospitality Awareness course recognizes the need for emphasizing the importance of all phases of occupational training and correlation between the vocational technical schools, high schools, junior colleges, universities, and private schools and the world of work permits students to achieve attainable career choices as they look toward the future.

GENERAL GOALS

1. In relation to a job market of 3,000 jobs in the hospitality industry cannot be explored in a survey course, a general goal for the student will be to develop techniques of research in order to obtain information regarding a career of interest as it pertains to his/her personal objective.

2. To help the student develop his/her philosophy of life which will clarify his occupational goals.

3. To provide a close relationship between the curriculum and the potentials of the world of work.

4. To help the student to appraise his abilities and interests for growth toward maturity and lifetime effectiveness.

5. To help the student understand skills of communication which are necessary for success of his/her chosen field.

6. To help the student develop a close working relationship with resources, such as: schools, the community, professional workers, and reference materials.

7. To help the student recognize the value of worthwhile use of exploration visit to local business properties.

8. To help give realistic job observation through five (5) field trips to the local hospitality properties.

9. To help give the student the answer to 'Where Do I Go From HERE?'

SPECIFIC

1. To encourage the student to set realistic goals in terms of his/her abilities.

2. To help the student to see the relationship between school and career objectives.

3. To help the student discover personal traits such as: reliability, self control, industry, acquiring saleable skills, assuming leadership roles which he/she can develop for assistance in ensuring a successful career choice.

For each career cluster explored the student will be able to identify:

1. Duties on the job (common tasks).

2. Working conditions.

3. Personal qualities needed for the job.

4. Education and/or training required.

5. Educational or training opportunities.

6. Future outlook (short-long term).

7. Earnings one could expect.

8. Hours required by job.

9. Advantages and disadvantages of job.

10. Promotions that could be possible.

11. Where the job could be found.

12. How to measure interest in the job.

13. High school subjects and activities that could serve as a good background.

14. Other related courses that should be investigated before final career decision is made.

15. Where additional information can be found.

(NOTE: The above fifteen (15) identifiable career categories are given consideration in all sessions).

ORGANIZING YOUR CLASS

Lesson Plans:

1. Use the course outline as your basic structure.

2. Each session refer to lessons objective.

3. Use a variety of training aids:
   Books, manuals, printed handouts, motion pictures, slides, filmstrips, charts, and blackboard (chalk), talks.

4. Plan on guest lectures periodically throughout all classroom sessions.

5. Relate each objective to overall course objective.

6. The hospitality industry is an aggressive field. Use current news information for individual, family and community involvement.

7. All lesson plans should have the following formats:

   a. Lesson number and basic objective.
   b. Materials required for that session.
   c. Presentation broken down into at least three (3) major components.
   d. Summary statement (general).
   e. Assignment for next class.

Attendance sheets should be used for all sessions for recording attendance. This system assists in cutting down busy work and gives more time for exploring the topic clustered occupations.

The classroom situation should be of a career exploration nature and the room used should be of an occupational nature, if possible.

The setting arrangement should be planned to encourage active participation from all students for more effective communication, (e.i. circle, discussion, small group discussion, etc. are most effective).

GRADES AND GRADING

Grades are a measurement device that evaluates performance.

1. Explain system for student evaluation to entire class. Have grading system to be employed typed on stencil/ditto and circulate to entire class for discussion and future reference.

   Evaluation for the Hospitality Awareness course should consist of the following:

   (a) Weekly quizzes
   (b) Participation in class
   (c) Written assignments
   (d) Attendance
   (e) Mid-term and final review

(NOTE: Proportion of (a) thru (e) above should be determined before onset of course).

During the two and one-half (2 1/2) hour evening session allow time for the follow-up evaluation of the content of that session and previous session. During the following session have a follow-up discussion of all classes thus far held for reinforcement of the basic goals, purposes, and objectives with which the course is based on. The student will feel more of a working member of their class and involvement will be enhanced.

HOSPITALITY AWARENESS

SAMPLE: SELF AND COURSE EVALUATION

Information Sheet

Date: _____

Name: _____ (student) _____

Topic: _____ (area) _____

Speaker/s or Visit: _____ (name) _____

_____ (title) _____

_____ (address) _____

1. Brief summary of session:

_____

_____

_____

_____

2. Explain briefly the affects (advantages/disadvantages) the topic area has had on the Hospitality industry.

_____

_____

_____

_____

3. Your individual opinion of the session/s. (e.i. outstanding, excellent, very good, good, fair, poor). Briefly explain your rating.

_____

_____

_____

_____

4. Questions YOU have, but were not discussed:

_____

_____

_____

_____

_____

5. List all new words which he/she has learned during the session.

(NOTE: Reinforcement of these words can be implemented periodically for measuring knowledge gained over a spand of time during the course).

FIELD TRIPS

Criteria for Selections

Field trips, five (5) for this Hospitality Awareness course, is incorporated to assist direction toward improving the quality of realism in the world of work with self realization of potential for the student in utilization of human and material resources.

The hands on of the field trip observations in the world of work will show the pressures, working conditions, etc. employed, for that given job for the student to evaluate in his/her individual terms.

A sampling of each class should be done in the first session, so that, scheduling of trips can be done to the class interest may be arranged.

Follow-up letters of appreciation for tours, resource materials, times and other consideration given to the class should be done ASAP after each activity has been completed. Thank you to resource person/s for their efforts, will establish a long working relationship and contributes to that individuals' feeling of successful contribution to the future of a prospective hospitality participant.

SELECTED HOSPITALITY AWARENESS CAREER CLUSTERS

The following are the clustered areas and their corresponding careers to be explored during the fifteen (15) weeks, two and one-half (2 1/2) hour sessions:

Clustered Titled Area	Related Titled Areas
Restaurant:	Tea Room Banquet Counter Table Catering Take Out Cafeteria Drive-in: Curb Curb and Counter
Health Care:	Nursing home: food and lodging Hospitals; food and lodging Retirement: food and lodging
Institutions:	Industrial Lending Transportation: Rail Airline Ship School and Colleges: Food Services Lodging Military: food and lodging
Motels and Motor Hotels:	Franchise Independent Chain Commercial Apartment Residential
Hotels:	Convention Food preparation service Accounting and business Lodging Maintenance engineer Sales

HOSPITALITY AWARENESS
CAREER CLUSTERS (continued)

Clustered Titled Area	Related Titled Areas
Private clubs - Resorts	Food Service Lodging Recreation Sales Housekeeping

HOSPITALITY AWARENESS

Syllabus of Activities

I. Introduction, purposes, and history of the hospitality industry

Consideration:
* Evaluation system
* Survey of prospective field trip properties
* Student Data (information) sheet
* Outline of course

II. Food Service Industry

The industrial and institutional development
Trade Journal Critique
Occupational cluster guide
(40 jobs and their related tasks)
Organizational chart
Cook (Hotel and Restaurant)

III. Field Trip - Restaurant

IV. Service

Dining areas
Related jobs and tasks
Submit trade journal assignment
Cafeteria services

V. Field Trip - Bakery industry

VI. Applications, interviewing, and placement

Ability to discover job vacancies
Ability to apply for a job
Ability to select a job
Personnel management

VII. Field Trip - Hospital clustered job opportunities

HOSPITALITY AWARENESS
SYLLABUS OF ACTIVITIES (continued)

VIII. Mid-term/The Manager

Predicting the effects of human needs in the world of work Restaurant management/ownership

IX. Nutrition

X. Engineering areas/Restaurant Management

Sanitation and safety
Serving foods preparing foods

XI. Field Trip - Hotel-Motel and Resort Management

XII. Field Trip - Sales and Promotion

Research - Management
Front of the House

XIII. Post-high school education

(Vocational-Technical, Junior Colleges, Private schools, University)
Miscellaneous job/s
Types and locations
Handout - take home-exam

XIV. Future of Industry

Tourism - recreational development
Submit take home-exam
Survey and evaluation

XV. Final Review/Evaluation

HOSPITALITY AWARENESS

UNIT I

INTRODUCTION, PURPOSES, AND HISTORY

OBJECTIVE:

The student will be able to identify origins and traditions of the hospitality industry.

MATERIALS:

Handouts - Hospitality Course Outline

Handouts - Evaluation System

Handouts - Student Data Sheet

Handouts - Individual Statements of Goals

Handouts - Looking for a Career

Handouts - The Food Service Industry

Handouts - Self and Course Evaluation

PRESENTATION:

a. Discuss the hospitality awareness course goal

b. Have student orally discuss reasons for taking course

c. Establish common goals of course.

d. Take sampling of possible field trip locations

e. Have class react to evaluation system

f. Discuss reason fro student data sheet - have filled out

g. Discuss importance of individual goals

h. Have group discussion on Topic: 'Looking for a Career.'

(1) Hospitality Career Tree
(2) Organizational Chart of Industry
(3) Cluster identification
(4) Researching a career cluster or job

i. Brief discussion of contents in handout Titled: 'The Food Service Industry.'

(1) Part-develop
(2) Industry as it is now
(3) Further growth - expectation

j. Give assignment for next class and handout materials which will be discussed in that session with brief comments of session topic areas.

k. Summary of class session

l. Open student questions

m. Conclusion and evaluation

All of the above statements in the presentation section are options for the teacher to select from.

(NOTE: Each session of two and one-half (2 1/2) hours should have two (2) fifteen minute breaks).

RESOURCE ADDRESSES

* Looking For A Career
  National Association of Food Chains
  1725 Eye Street, N.W.
  Washington, D.C. 20006

* Handout - The Food Service Industry (Chapter (1))
  By: John W. Stokes
  Publisher: William C. Brown Company
  Cubuque, Iowa

* Council on Hotel, Restaurant and Institutional Education
  Suite 534, 1522 K Street, N.W.
  Washington, D.C. 20005

* Refer to Appendix 'A'

HOSPITALITY AWARENESS

UNIT II

THE FOOD SERVICE INDUSTRY

OBJECTIVE:

The student will be able to recognize the scope, size, types of food service establishments and career opportunities available in the third largest industry in the United States.

MATERIALS:

Film Titled: "Where Do I Go From Here?"

Handout - How Industrial and Institutional Feeding Developed

Handout - Careers for Youth In The Food Service Industry

Handout - Information Sheet for Trade Journal Critiques

Handout - Listing of periodicals which can be consulted for Trade Journal Critiques

Handout - Cook, Hotel and Restaurant

Handout - Organizational Charts of a Working Kitchen

Self and Course Evaluation

PRESENTATION:

a. Use facts and figures of the industries work force 3.3 million workers 3,000 job titles - for every 540 people there is an eating establishment, etc. NOTE: Do not expect students to memorize numerical facts.

b. Discuss the mobility changes of modern life which have affected the use of Food Services.

c. Discuss in small groups, then bring together for sharing of result, how various food service properties and types of services relate to the needs and interest of certain clientele.

d. Refer to Handout in Unit One Titled: Hospitality Education Career Tree. As a class assignment make a survey of food services in the local area and classify their types.

e. Review handout of Organization Chart of kitchen.

f. Guest lecture - topic area: Chef - Cooks and other related jobs.

g. Give assignment for next class

A written paragraph of what cooking means to the Food Service Industry.

h. Give handout material which will be discussed for next session.

i. Give instructions of time and location of bus arrivalpick-up. Also give approximate time of returning bakc to school.

j. Summary of class session.

k. Conclusion/evaluation.

All the above statements in the presentation section are options for the teacher to select from.

(NOTE: Each session of two and one-half (2 1/2) hours should have two (2) fifteen minute breaks).

RESOURCE ADDRESSES

* Film - Where Do I Go From Here
  Procter and Gamble
  801 East Wisconsin Avenue
  Milwaukee, WI

* Handout - How Industrial and Institutional Feeding Developed
  By: John W. Stokes
  Publisher: William C. Brown Company
  Dubuque, Iowa

* Handout - Careers for Youth in the Food Service Industry
  By: Heinz for the National Restaurant Association
  Address: Director of Education
  National Restaurant Association
  1530 North Lake Shore Drive
  Chicago, IL 60610

* Handout - Hospitality Education Career Tree
  Council on Hotel, Restaurant, and Institutional Education
  Ithica, New York

* Handout - Cook, Hotel and Restaurant
  Address: State of New Jersey
  Department of Labor and Industry
  Division of Employment Security

* Waukesha County Technical Institute
  Chef Instructors
  800 Main Street
  Pewaukee, WI 53072
  Attn: Food Service Department
  (414) 691-3200 Extension 322

* Refer to Appendix 'A'

HOSPITALITY AWARENESS

UNIT III

Field Trip

OBJECTIVE:

The student will appraise the layout of a Food Service kitchen and its relationship to: types of foods served, equipment used and working conditions.

MATERIALS:

Bus and location confirmation

Self and course evaluation

PRESENTATION:

a. Tour of restaurant

ask any questions you wish

b. Short discussions and demonstration of equipment

c. Discussion with manager

His/her career ladder
Working conditions
hours
fringe benefits
Sales volume
Food cost
Personnel problems

d. Discussion of organizational titles and span of salary control bases

e. Discussion with Chef/s, department head/s, is recommended

f. Collect homework and have group discussion of what cooking means to the service industry

g. Discuss class assignment of local area in relation to classify types of food service establishments

h. Give handout materials which will be discussed in next session with brief comments of session topic areas

i. Summary of class session

j. Open student questions

k. Conclusion/evaluation of session

All of the above areas in the presentation section are options for the teacher to select from.

(NOTE: Each session of two and one-half (2 1/2) hours should have two (2) fifteen minute breaks).

RESOURCE ADDRESSES

* Refer to Yellow pages for assistance

* Wisconsin Restaurant Association members
  611 North Broadway, Suite 501
  Milwaukee, WI 53202
  Will assist in supplying addresses of members in your local area

* Food Service Exeuctives Association
  815 Anthony Wayne Bank Building
  Fort Wayne, Indiana 46802

* Marriott Inn
  375 South Moorland
  Brookfield, WI 53005
  Can serve as a dual visit for a Food Service kitchen and Motor Inn operation

* Holiday Inn
  2417 Blu Mound Road
  Waukesha, WI 53186
  Can serve as a dual visit for a Food Service kitchen and Motor Inn operation

* Ramada Inn
  N12 W26500 Golf Road
  Pewaukee, WI 53072
  Can serve as a dual visit for a Food Service kitchen and Motor Inn operation

* Refer to Appendix 'A'

HOSPITALITY AWARENESS

UNIT IV

Service

OBJECTIVE:

The student will be able to identify at least six (6) keys to effective service: 1) salesman, 2) responsibility, 3) correct ways of serving, 4) courtesy, 5) how to take the order, and 6) presentation of foods and personal hygiene are the keys to effective service.

MATERIALS:

Movies:

a. Dining Room Safety (FS-113)
b. Courtesy (FS-114)
c. Courtesy, The Inside Story (FS-115)
d. How Do You Look When It Counts (FS-116)
e. Taking The Order (FS-117)
f. Presentation of Food and Beverage (FS-118)
g. Table Setting (FS-119)
h. Preventing Waste (FS-121)
i. Cafeteria Service (FS-129)

The films above run on the average of 8 to 11 minutes per presentation.

Guest speaker committed and demonstration supplies.

Handouts - Scholarships for study in Baking Science/Technology

Handouts - Careers Unlimited in the Modern Baking Industry

Handouts - Self and Course Evaluation

PRESENTATION:

a. Introduction to what 'Service' Is. Suggested breakdown of categories: Beverage service, carry-out service, counter service, booth service, breakfast service (table) luncheon service (hand tray), dinner service, buffet service.

b. Discuss history and nature of work, training (how to begin), advancements working conditions, income and opportunities.

c. Role playing of service/customer relationship.

d. View films in Materials Section Titled: movies.

(NOTE: Consideration may be given direct or indirectly to the areas listed below:

Service Is An Honorable Profession

What a restaurant is to people - the customer is king. Do you fit the picture? - your appearance - your conduct - to insure promptness - no tip, best tip - before the guest arrives - the table setup - table service - basic rules to expert service - the art of super-selling.

RESOURCE ADDRESSES

* NEM - National Educational Media, Incorporated
3518 West Cahuenga Boulevard
Hollywood, California 90068
Phone: (213) 851-5565

(NOTE: Available - study packets, films, purchase, rental, lease plan)

* Do's and Don'ts for Waitresses
Patterson Publishing Company
Chicago, IL

* Harris, Ellen Adiline. Professional Restaurant Service.
Toronto: McGraw-Hill Book Company, 1966.

* Film - How Do You Look When It Counts?
National Restaurant Association
Educational Materials Center
1530 North Lake Shore Drive
Chicago, IL 60610

* Widening Occupational Roles Kit: Waiters and Waitresses.
Number 0502019
1-24 copies .47¢ each
25-49 copies .42¢ each
Superintendent of Documents
United States Government Printing Office
Washington, D.C. 20402

* Mrs. Juanita Decker
4012 North Golden Lake Road
Oconomowoc, WI 53066
(Can do live demonstration of 'service')

* Refer to Appendix 'A'

HOSPITALITY AWARENESS

UNIT V

Field Trip
(Bakery Industry)

OBJECTIVE:

The student will recognize the unlimited careers in the modern baking industry.

MATERIALS:

* Bus and location confirmation.

* Scholarships for advanced study in Baking Science and Technology

* Careers unlimited in the Modern Baking Industry

* Handouts (extra)

* Self and Course Evaluation

PRESENTATION:

a. Tour of bakery facilities
ask any questions you wish

b. Short discussions and demonstrations of equipment

c. Discussion with manager of store

d. Tour of Waukesha County Technical Institute Bakery Area

(1) Discussion of Food Preparation Assistant Program
(2) Career Ladder
(3) Other related baking training course/program

e. Discussion of apprenticeship program

(1) Advantages/disadvantages
(2) Contact Personnel

f. Discussion of organizational titles and span of salary controls bases

g. Discussion with head baker and other department head/s is recommended

h. Collect homework and have informal group discussion of the bakery industry

i. Give assignment for next class and handout materials which will be discussed in next session with comments of session topic areas

j. Summary of class session

k. Open student questions

l. Conclusion/evaluation of session

All the above areas in the presentation section are options for the teacher to select from.

(NOTE: Each session of two and one-half (2 1/2) hours should have two (2) fifteen minute breaks).

RESOURCE ADDRESSES

* Allied Trades of the Baking Industry
  Handbook on Baking Schools
  Allied Trades of the Baking Industry
  New York, NY

* Trade Publications:

  American Independent Bakers
  2420 Sedgewick Avenue
  New York 68, NY

  Baker's Digest
  4049 Peterson Avenue
  Chicago 30, IL

  Baker's Review
  625 Eighth Avenue
  New York 18, NY

  Baker's Weekly
  71 Vanderbilt Avenue
  New York 17, NY

  Baking Industry
  105 West Adams Street
  Chicago 3, IL

* Films:

  Standard Brands Sales Company
  Your Daily Bread
  16 mm. color, sound, 20 minutes

* Refer to Appendix 'A'

HOSPITALITY AWARENESS

UNIT VI

Applications, Interviewing, and Placement

OBJECTIVE:

The student will be able to describe the different roles of interviewing.

The student will be able to fill out an application.

The student will be able to construct a resume.

MATERIALS:

Guest lecturer.

Position description for role playing in interviewing.

Handouts - Resumes and letters of application.

Handout - Self and Course evaluation.

PRESENTATION:

a. Discuss the usefulness of interviews to the prospective employer.

b. Discuss the various stages from application, interview to placement.

c. Discuss locations to which available job information can be obtained.

(e.i. employment agencies, classified ads, trade journals, school placements, etc.).

d. Role playing

Try out a non-directive interview before the class on a student who is tardy, in order to determine why he/she came in late.

(1) Difficulties involved will give clues to the kinds of problem for which type of interviewing cannot and can be used.

(2) Now try a directive interview.

e. Discuss:

(1) What are job requirements.
(2) Types of manpower required.
(3) Sources of manpower procurement.
(4) Screen candidates for employment.
(5) Use of testing in selection procedure.
(6) Transfers and promotions in the procurement function.

f. Discuss:

(1) Job Analysis.
(2) Job description.
(3) Job classification.
(4) Job evaluation.
(5) Man evaluation

g. Have students develop their resume in class

(1) Creativity
(2) Factual
(3) Organized

All of the abofe statements in the presentation section are options for the teacher to select from.

(NOTE: Each session of two and one-half (2 1/2) hours should have two (2) fifteen minute breaks).

RESOURCE ADDRESSES

* National Restaurant Association
  1530 North Lake Shore Drive
  Chicago, IL 60610

* Hotel Sales Management Association
  55 East 43rd Street
  New York, NY 10017

* Waukesha County Technical Institute
  Mr. David Swanson - Placement Office
  800 Main Street
  Pewaukee, WI 53072

* Waukesha County Technical Institute
  Mr. William Beecher - Business Division
  800 Main Street
  Pewaukee, WI 53072

* Refer to Appendix 'A'

HOSPITALITY AWARENESS

UNIT VII

Field Trip
(Hospital Clustered Job Opportunities)

OBJECTIVE:

The student will be able to identify hospitality careers found in the hospital profession.

The student will recognize the importance of nutrition in the dietary departments.

The student will discover how to help prevent the spread of disease, how to serve good food that will speed the patient's recovery.

MATERIALS:

Bus and location confirmation.

Handout - Find a career that counts - in hospital financial management. (Dietitian)

Movie - The Food Service Worker

Movie - The Hospital Worker

Handout - Self and course evaluation.

The films avove run for approximately 10 minutes per presentation.

PRESENTATION:

a. Tour of hospital
   Ask any questions you wish

b. Short discussion and demonstration of equipments

c. Discussion with Hospital Administrator: Dietitian, Food Service Director, Dietary Aid

d. Discuss functions and purposes of hospitals

e. Discuss organizational structure

f. Discuss career clusters of the hospital food service worker (cafeteria service, counter service: coffee shop, soda fountain, Snack Bar, and Canteen, Vending Machines, Dining Room Service).

g. Discuss nutrition

(1) Good nutrition: a good diet, the basic four - institutional food
(2) Food and the body - varieties of institutional diets - interpreting menus

h. Give handouts materials which will be discussed in next session with brief comments of session topic areas.

i. Summary of class session.

j. Open student questions.

k. Conclusion/evaluation of session.

RESOURCE ADDRESSES

* The Food Service Worker
  ROCOM - Division of Hoffman-LaRoche, Incorporated
  Nutley, New Jersey 07110

* Federal Hospitals
  Veterans Administration
  Department of Health, Education and Welfare

*HFMA
  840 North Lake Shore
  Chicago, IL 60611

* The American Diabetic Association

* The American Institute of Nutrition

* American Academy of Applied Nutrition

* Refer to Appendix 'A'

HOSPITALITY AWARENESS

UNIT VIII

Mid-Term/Type A Lunch Programs

OBJECTIVE:

The student will be exposed to the following topic areas:

(1) Introduction, purposes, and history of the hospitality industry
(2) Food service industry
(3) Field trip - Restaurant
(4) Service
(5) Bakery industry
(6) Applications, interviewing, and placement
(7) Hospital clustered job opportunities and field trips

The student will be able to explain what a Type A lunch program is and the effects these balanced meals have on the student population.

MATERIALS:

Handout - Mid/term Exam

Type 'A' Topics (school lunch programs)

Guest Lecture: Food Service Directors of elementary, middle or high school lunch programs.

Handouts for next session.

Suggest that school where course is being taught that bisits be established of the food service area to be taken after mid/term exam.

PRESENTATION:

a. Give mid/term exam

(1) Exam value portion to total student grade.

(2) Write on chalkboard:

a. Length of exam minutes 50 minutes.
b. Begin at 7:15 p.m.
c. End at 8:05 p.m.
d. Break till 8:20 p.m.

b. Discuss handout - Titled: Type 'A' Topics

c. Have Food Service Director of Type A lunch programs talk to class on the dimensions of a school lunch program (purposes, balance diet, Type A requirements, type of staff required).

d. Student tour of facilities with Food Service Director or Kitchen Supervisor.

e. Collect homework and have informal group discussion of the topic area

f. Discussion - consideration may be given to the following areas:

Food Systems, quantity food preparation, child nutrition, local-state, and federal laws and regulations that govern school food services.

g. Give assignment for next class and handout materials which will be discussed in that session with brief comments of topic areas.

h. Brief discussion of next session topic area.

i. Summary of class session.

j. Open student questions.

k. Conclusion/evaluation of session.

All of the above areas in the presentation section are options for the teacher to select from.

(NOTE: Each session of two and one-half (2 1/2) hours should have two (2) fifteen minute breaks).

RESOURCE ADDRESSES

New Berlin Public Schools
Mrs. Right
4333 South Sunny Slope Road
New Berlin, WI 53151

Oconomowoc Public Schools
Mrs. McLaughlin
Oconomowoc, WI 53066

Elmbrook Public Schools
Mrs. Voelker
16945 North Avenue
Elmbrook, WI

Menomonee Falls Public Schools
Ms. Betty Castleman
W165 N8301 La Vergne Avenue
Menomonee Falls, WI

Muskego - Norway Public Schools
Mr. Dahlen
S75 W16399 Hilltop Drive
Muskego, WI 53150

Arrowhead High School
Mr. Al Vietlow
North Avenue
Hartland, WI

Pewaukee Public Schools
Mr. Gus Boll
210 Main Street
Pewaukee, WI 53072

Waukesha Public Schools
Mrs. Parmeshine
222 Maple Avenue
Waukesha, WI 53186

Delafield - No lunch program

West Allis - has ACE

Refer to Appendix 'A'

HOSPITALITY AWARENESS

UNIT IX

Nutrition

OBJECTIVE:

The student will explore career opportunities in the fields of dietetics and nutrition.

The student will identify the training experience, salary ranges, needed for successful employment in dietetics and nutrition field.

MATERIALS:

Film - Three Times A Day

Handout - What Is A Public Health Nutritionist?

Handout - Food For Fitness

Handout - Challenges of Nutrition

Guest lecturer which is a public Health Nutritionist or one who is a Registered Dietitian.

PRESENTATION:

a. Guest lecturer who is a Registered Dietitian from local area. Refer to Hospitality Nursing Homes and Community services for listing of Registered Dietitian.

b. Consideration for lecture: What is a Dietitian? - type of preparation for a career in nutrition while in high school/ college. Concentration areas: nutrition care - research - administration - education - salaries - employment opportunities involvement with professionals.

c. Film - Titled: Three Times A Day (28 minutes long) Handouts with film - discussion of content.

d. Discussion of handouts: Food For Fitness, What is a Public Health Nutritionist, Challenges of Nutrition.

e. Trends of Tomorrow in the World of a Professional Nutritionist.

f. Collect homework and have informal discussion of the nutritionist and the related job cluster.

g. Brief discussion of next session topic area.

h. Summary of class session.

i. Open student questions.

j. Conclusion/evaluation of session.

All of the above areas in the presentation section are options for the teacher to select from.

(NOTE: Each session of two and one-half (2 1/2) hours should have two (2) fifteen minute breaks).

RESOURCE ADDRESSES

* What is a Public Health Nutritionist in Wisconsin?
  Published by:
  The Division of Health
  Wisconsin Department of Health and Social Services
  Box 309
  Madison, WI 53701

* Food For Fitness (A Daily Food Guide)
  Superintendent of Documents
  United States Government Printing Office
  Washington, D.C. 20402 Price .15¢ each
  Leaflet #424

* American Institute of Nutrition
  9650 Rockville Pike
  Bethesda, Maryland 20014

* Dietetics
  The American Dietetic Association
  620 North Michigan Avenue
  Chicago, IL 60611

* United States Civil Service Commission
  Washington Area Office
  1900 East Street, N.W.
  Washington, D.C. 20415

* Films:
  Association Sterling Films
  512 Burlington Avenue
  La Grange, IL 60525
  Film Titled: Three Times A Day

* American Home Economics Association
  2010 Massachusetts Avenue, N.W.
  Washington, D.C. 20036

* Refer to Appendix 'A'

HOSPITALITY AWARENESS

UNIT X

Engineer Areas/Restaurant Management

OBJECTIVE:

The student will be exposed to the Engineering areas of sanitation-safety which are incorporated in the hospitality industry.

The student will recognize that there are thousands of opportunities in management position which are interwoven in the hospitality industry.

MATERIALS:

Guest speaker for the County Health and Social Service Department.

Successful restaurant manager from the District Eight area.

Handout - Restaurant Management: ownership, and careers in restaurant work.

Handout - Self and Course evaluation.

PRESENTATION:

a. Guest lecture to discuss:

(1) Bacteriology - communicable disease
(2) Food borne diseases - Food poisoning and food infection
(3) Food protection
Pest control
(4) Sanitizing - compounds of
(5) Personal hygiene

b. Discuss layout of hospitality facilities with consideration of:

(1) Clientele being served
(2) Menu
(3) Service being offered
(4) Staff - male and/or female, unskilled, par-professional, professionals, etc.

c. Guest lecturer to discuss:

(1) Scope of the restaurant management
(2) Restaurant positions (clusters of)
(3) Restaurant managers work day
(4) Advantage and disadvantages in being a restaurant manager
(5) Personal qualifications
(6) Education and training

a. programs
b. courses
c. schools

(7) Earnings
(8) Advancements
(9) Restaurant ownership

a. experience needed
b. financing
c. locations
d. franchises

(10) Women in restaurant positions

d. Collect homework and have informal group discussion of topic area.

e. Brief discussion of next session topic area.

f. Summary of class session.

g. Open student questions.

h. Conclusion/evaluation of session.

All the above areas in the presentation section are options for the teacher to select from.

(NOTE: Each session of two and one-half (2 1/2) hours should have two (2) fifteen minute breaks).

RESOURCE ADDRESSES

* Sanitation for Food Service Workers
  Medalist Publication, Inc.
  Cahners Publishing Company, Incorporated

* Food Service Layout and Equipment Planning
  by: Kotschevar and Ternell

* Maintenance and Sanitation (Mechanical and Electrical Equipment for Buildings)
  by: McGuinness, Stein, Gay, Fawcett

* Periodicals:

  Cooking For Profit
  Food Service Magazine
  Food Executive Magazine
  Volume Feeding Management

* Film:
  One Main Key to Profit
  Motion Picture Center - Procter and Gamble
  Photographers Department
  c/o Baker's, Restaurant and Institutional Food Division

* Refer to Appendix 'A'

HOSPITALITY AWARENESS

UNIT XI

Field Trip
(Hotel/Motel and Resort Management)

OBJECTIVE:

The student will discover the basic functions of modern Hotel/Motel and Resort properties.

MATERIALS:

Hotel/Motel Association - suggested guest speaker

Hotel Sales Management Association - suggested guest speaker

Handout - Career and Job Opportunities - Nationwide for men and women in hotel, motels, and resort management and operations.

Bus and location confirmation.

Self and course evaluation.

PRESENTATION:

a. Tour of facilities

Ask any questions you wish.

b. Short discussions on various areas of the facilities and their effects on the entire operation - front office, reservation procedures, job tasks of the front of the house.

c. Discuss with General Manager, Sales Manager and/or Food Service Director:

His/her career ladder
Working conditions
hours
fringe benefits
Sales volume
Food cost
Personnel problems

d. Discuss aspects of financing - stressing cost of construction and operation.

e. Discuss modern development of chains and franchise chains, advantages and/or disadvantages.

f. Discuss - evaluation of modern techniques employed by management in the hospitality (service) industry.

g. Discuss accounting system diverse for total accountability of property.

h. Collect homework and have group discussion of what Innkeeping is TODAY.

i. Give handout materials which will be discussed in next session with brief discussion of next session topic area.

j. Summary of class session.

k. Open student questions.

l. Conclusion/evaluation of session.

RESOURCE ADDRESSES

* American Hotel and Motel Association
  888 Seventh Avenue
  New York, NY

* Club Managers Association of America
  5530 Wisconsin Avenue
  Washington, D.C.

* National Restaurant Association
  1530 North Lake Shore Drive
  Chicago, IL

* The American Hotel and Motel Club
  Managers Association of America
  1030 15th Street, N.W.
  Washington, D.C. 20005

HOSPITALITY AWARENESS

UNIT XII

Field Trip
(Sales and Promotion)

OBJECTIVE:

To provide a close relationship between the curriculum and the potentials of the world of work (in sales and promotion).

The student will be able to identify the relationship between sales and its effect on the total operation of a hospitality property.

MATERIALS:

Bus and location confirmation.

Handouts - Your Career As A Salesman.

Self and course evaluation.

PRESENTATION:

a. Tour of a sales area in a local hotel/motel property ask any questions you wish.

b. Short discussions on:

Banquet functions
Food and beverage control
Advertising - word of mouth
Publicity
Competitive market

The above can be lead by Sales Manager, Assistant Sales Manager, Comprolling Agent, Convention/Banquet Manager, or General Manager of the property.

c. Consideration to the following areas are recommended:

Internal sales - motivation for, package sales, finding the potential market.

d. Discuss work conditions - hours and fringe benefits.

e. Discuss the organizational titles and span of salary control bases.

f. Collect homework and have group discussion of what sales and promotion really means.

(1) Discuss TINSTAC - "There is no such thing as competition."

g. Give handout materials which will be discussed in next session with brief comments of that session topic areas.

h. Summary of class session.

i. Open student questions.

j. Conclusion/evaluation of session.

RESOURCE ADDRESSES

* Wisconsin Restaurant Association Members
  611 North Broadway, Suite 501
  Milwaukee, WI 53202

* Tour to:

  Marriott Inn
  375 South Moorland Road
  Brookfield, WI 53005

  Holiday Inn
  2417 Blu Mound Road
  Waukesha, WI 53186

  Ramada Inn
  N12 W26500 Golf Road
  Pewaukee, WI 53072

* Book: Paul H. Heine's Food Sales, Unlimited in Restaurants and Hotels, (Resource)

* Waukesha County Technical Institute
  Business Division
  possible guest lectures on topic areas of sales, merchandising, and advertising.

* Refer to Appendix 'A'

HOSPITALITY AWARENESS

UNIT XIII

Post-High School Education

OBJECTIVE:

To provide for the student an atmosphere which will develop a closer working relationship with the school, working world and the community which he/she is to be employed and possibly employed within.

MATERIALS:

Handout - Your Career in the Hotel-Motel Industry

Guest Lectures:
- High School Guidance Counselor
- Waukesha County Technical Institute Guidance Counselor
- Waukesha County Technical Institute Coordinator of Business Division
- Businessman in local district

Film - You and Your Work, Your Career, and Your Earning Power

Handout - Take home final-exam Titled: My Career Planner

Self and course evaluation

PRESENTATION:

a. To discuss types of programs and schools available before and after graduation.

b. Discuss advantages and disadvantages of various types of programs in comparison to other programs. (e.i. 1 year program verse 2 year program, technical programs verse vocational programs, and the like).

c. Discuss educational requirements of today

   (a) Specialized education
   (b) General education

d. Discuss the division of the labor force

(a) Skilled workers
(b) Technologists
(c) Professional workers

e. The guest lectures may discuss one or all of the topics below:

(a) Occupational fields
Community, city, state, and federal government

(b) Factors affecting jobs
(1) The need for the occupation
(2) Preparation required

(c) Vocational and Technical school - year round programs

(d) Career ladder approach of post-high school programs

(e) Discuss your career choice may be short or long term depending on:

(1) Increased experience
(2) Additional training
(3) Changes in health
(4) Change in interests and attitudes
(5) Change in family status
(6) Change in career potential and status

(f) Discuss take home exam Titled: My Career Planner

(1) Give date due
(2) Percentage of final grade
(3) Open career choice to be research
(4) Questions

(g) Collect homework and have group discussion of what training for a job really means.

(h) Give handout materials which will be discussed in next session with brief comments of next session topic area.

(i) Summary of class session.

(j) Open student questions.

(k) Conclusion/evaluation of session.

All the above areas in the presentation section are options for the teacher to select from.

(NOTE: Each session of two and one-half (2 1/2) hours should have two (2) fifteen minute breaks).

RESOURCE ADDRESSES

* Waukesha County Technical Institute Counselor

* Waukesha County Technical Institute Food Preparation Assistant Program Advisor

* High School Guidance Counselor and Advisor

* Refer to Appendix 'A'

HOSPITALITY AWARENESS

UNIT XIV

Future of the Hospitality Industry

OBJECTIVE:

The student will be exposed to the hospitality industry futures of Tomorrows.

The student will analyze tourism, recreational development and the labor market in the future for the service industry.

The student will discuss the role of education as a career in training others for the hospitality industry.

MATERIALS:

Guest lecture from the Department of Park and Recreational facilities - Wisconsin.

Handouts - Careers in the Airlines

PRESENTATION:

a. Brief discussion of industry today and evolution of tomorrow.

b. Discuss job today - change of 2-5-10 years from now.

(1) Working conditions
(2) Personal qualities required
(3) Education and/or training required
(4) Educational or training opportunities
(5) Earning - increase with standard of living
(6) Hours of working
(7) Promotion opportunities
Work force size - mobility

c. Discuss if emphasis is to be on specialization or generalization.

d. Discuss patterns of living sytles today - which could change tomorrow and have direct influence on the hospitality industry.

   (1) Convenience foods
   (2) Types of eating establishments that will be needed
      (a) Today for every 540 people there is one eating establishment.
      (b) Design change of facility and equipments.

e. Mobility of the world - its effects on the hospitality trade in the United States.

   (1) National
   (2) Regional
   (3) State

f. Convention/Banquet functions

g. Scarcity of foods which we are accustomed to today

   (1) Nutritional foods - menu changes
   (2) Three Times A Day (meals) is this a thing of the past?

h. Take out/home type service - its effect on Wisconsin Food Service establishments.

i. Accountability of the future

   (1) Monies
   (2) Personnel
   (3) Self

j. Collect home work and have group discussion of what is the dimension of the hospitality industry for tomorrow.

k. Brief comments of next session topic area.

l. Summary of class session.

m. Open student question.

n. Conclusion/evaluation of session.

RESOURCE ADDRESSES

* Waukesha County Technical Institute - Food Service Department

* Wisconsin Restaurant Association

* Food Service Executive Association (local chapter)

* Manager of:

Holiday Inn
2417 Blu Mound Road
Waukesha, WI 53186

Marriott Inn
375 South Moorland
Brookfield, WI 53005

Ramada Inn
N12 W26500 Golf Road
Pewaukee, WI 53072

* Managers of: (Fast Food operations)
(e.i. Burger King, McDonalds, Shakies, Bonanza, Pizza Hut).

* Refer to Appendix 'A'

HOSPITALITY AWARENESS

UNIT XV

Final Review/Evaluation

OBJECTIVES:

The student will share career planner with the class in hopes to share information which will be helpful to those in the class.

The student will gain broad scopes of the careers in the hospitality industry which are of interest to the class.

MATERIALS:

Evaluation sheets (student grade breakdown)

Evaluation forms for course critique

PRESENTATION

a. Each student will present their career planner report to the entire class.

   (1). Brief discussion of each report with student response to materials presented.

b. All reports will be graded for content and accuracy of information presented.

c. Grades will be percentage as agreed in first session for final grade of course.

d. Give all students course evaluation form which will:

   (1). Evaluation of teacher
   (2). Course content
   (3). Length of course
   (4). Subject matter
   (5). Omission and/or correction for next session of this course

Resource

* Refer to Handout of first session titled: Evaluation.

APPENDIX A

APPENDIX A

SOURCES OF INFORMATION

Trade Associations

Director
Educational Institute of American
Hotel and Motel Association
888 Seventh Avenue
New York, New York 10019
OR
Director of Operations
Educational Institute of American
Hotel and Motel Association
Kellogg Center
East Lansing, Michigan 48823
OR
Director of Teacher Training
Educational Institute of American
Hotel and Motel Association
School of Business, F.S.U.
Tallahassee, Florida 32306

Director of Education
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

Director
Club Managers Association of
America
5530 Wisconsin Ave.
Washington, D. C. 20015

Hotel Sales Management
Association
358 Fifth Avenue
New York, New York 10001

American Home Economics
Association
1600 20th Street, N.W.
Washington, D. C. 20009

American School Food Service
Association
P. O. Box 10095
Denver, Colorado 80210

American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611

Executive Secretary
National Association of Hotel-
Motel Accountants
P. O. Box 7226
Richmond, Virginia 23221

American Culinary Federation, Inc.
888 Seventh Avenue
New York, New York 10019

Executive Vice President
Hotel-Motel Greeters International
980 Grant Street
Denver, Colorado 80203

Food Service Executives
Association
815 Anthony Wayne Bank Bldg.
Ft. Wayne, Indiana 46802

National Executive Housekeepers
Association
Business and Professional Building
Second Avenue
Gallipolis, Ohio 45631

American Motor Hotel Association
1025 Vermont Avenue, N.W.
Washington, D. C. 20005

American Dietetic Association
620 North Michigan Avenue
Chicago, Illinois 60611

American Nurses Association
10 Columbus Circle
New York, New York 10019

Society
620 North Michigan Avenue
Chicago, Illinois 60611

Association of Hospital Food Administrators
840 North Lake Shore Drive
Chicago, Illinois 60611

Educational Associations and Governmental Agencies

American Association of Junior Colleges
1315 Sixteenth Street, N.W.
Washington, D. C. 20036

American Vocational Association, Inc.
1510 "H" Street, N.W.
Washington, D. C. 20005

Council on Hotel, Restaurant and Institutional Education
Suite 534, 1522 K Street, N.W.
Washington, D. C. 20005

U. S. Department of Labor
Washington, D. C.
Vocational Division
U. S. Office of Education
Department of Health, Education and Welfare
Washington, D. C.

Sources of Industry Biographies

Librarian
School of Hotel Administration
Cornell University
Ithaca, New York 14850

Librarian
Alice Statler Library
City College of San Francisco
50 Phelan Avenue
San Francisco, California 94112

Hospitality Education Program
School of Business
Florida State University
Tallahassee, Florida 32306

Educational Materials Center
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610
(Ask for *catalog of publications*)

Hospitality Industry Trade Publications

American Chef
American Institute of Chefs, Inc.
Buttles Avenue and High Street
Columbus, Ohio 43215

American Hotel Journal
American Hotel Journal Publishing Co.
77 West Washington Street
Chicago, Illinois

Beverage Digest
Seibel Publishing Company
4049 West Peterson Avenue
Chicago, Illinois 60646

Bulk Merchandising
Swartz Publishing Co.
6 West 57th Street
New York, New York 10019

Canadian Hotel & Restaurant
Maclean-Hunter Publishing Co., Ltd.
481 University Avenue
Toronto 2, Ontario, Canada

Canadian Motor Hotel Magazine
Eddie Sargent Enterprises
868 Second Avenue East
Owen Sound, Ontario, Canada

Culinary Federation, Inc.
9 West 57th Street
New York, New York 10019

Club Executive
Army Times Publishing Co.
2201 M Street, N. W.
Washington, D. C. 20037

Club Management
Commerce Publishing Co.
508 Olive Street
St. Louis, Missouri 63102

Club Operation
Golf Digest, Inc.
88 Scribner Avenue
South Norwalk, Connecticut

Commercial Kitchen and Dining Room
U.S. Industrial Publications
750 Third Avenue
New York, New York 10017

Cooking for Profit
Gas Magazines, Inc.
1202 South Park Street
Madison, Wisconsin 53715

Cornell Hotel & Restaurant
School of Hotel Administration
Cornell University
Ithaca, New York 14850

Council on Hotel, Restaurant, and Institutional Education Newsletter
Suite 534, 1522 K Street, N.W.
Washington, D. C. 20005

Dynamic Management
Ojibway Press, Inc.
Ojibway Building
Duluth, Minnesota 55802

Drive-In Restaurant Magazine
105 West Adams Street
Chicago, Illinois 60603

Executive Housekeeper
Pinover Publications, Inc.
225 W. 34th Street
New York, New York 10017

Fast Food
Fast Food Service, Inc.
630 Third Avenue
New York, New York 10017

Food Executive
Food Service Executives Association
815 Anthony Wayne Bank Building
Ft. Wayne, Indiana 46802

Food Management in Schools and Colleges
Cadle/Larned Publishing Corp.
One West Elm Street
Greenwich, Connecticut 06830

Food Service Magazine
Electrical Information Publications
2132 Fordem Avenue
Madison, Wisconsin 53701

Gourmet
Gourmet, Inc.
777 Third Avenue
New York, New York 10017

Trends in the Hotel Business
Harris, Kerr, Forster & Company
420 Lexington Avenue
New York, New York 10017

Hotel Operations
Horwath & Horwath
866 Third Avenue – 25th Floor
New York, New York 10022

The Hotel Accountant
Laventhal Kerestein Horwath and Horwath
866 Third Avenue – 25th Floor
New York, New York 10022

Hospital Management
Hospital Management, Inc.
105 West Adams Street
Chicago, Illinois 60603

Hospitality
Patterson Publishing Co.
5 South Wabash Avenue
Chicago, Illinois 60603

Hotel
New York Hotel Trades Council
AFL-CIO
707 Eighth Avenue
New York, New York 10036

Hotel and Club Voice
Hotel and Club Employees Union
305 West 44th Street
New York, New York 10036

Hotel and Restaurant News
Hotel Services, Inc.
131 Clarendon Street
Boston, Massachusetts 02116

Hotel Bulletin
Hotel Bulletin, Inc.
543 Madison Avenue
New York, New York 10022

Hotel Industry
International Geneva Association
121 West 45th Street
New York, New York 10036

Hotel-Motel Management
Clissold Publishing Company
105 West Adams Street
Chicago, Illinois 60603

Hotel-Motel Greeter
Hotel Greeters of America
980 Grant Street
Denver, Colorado 80203

Hotel and Motel Management
Hotel Sales Management Association
358 Fifthe Avenue
New York, New York 10001

Institutions Magazine
Medalist Publications, Inc.
1801 Prairie Avenue
Chicago, Illinois 60616

International Hotel Review
Pergamon Press, Inc.
Maxwell House
Fairview Park
Elmsford, New York 10523

National Restaurant Association News
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

Nation's Restaurant News —
2 Park Avenue
New York, New York 10016

Reconnaissance
Reconnaissance, Inc.
1801 Prairie Avenue
Chicago, Illinois 60616

Resort Management
Resort Management, Inc.
1509 Madison Avenue
P.O. Box 4168
Memphis, Tennessee 38104

Tourist Court Journal
Tourist Court Journal Company, Inc.
306 East Adams Avenue
Temple, Texas

Volume Feeding Management
Canover-Mast Business Publications
205 East 42nd Street
New York, New York 10017

BIBLIOGRAPHY

INSTRUCTIONAL MATERIALS

820
50

Charley, Helen. *Food Study Manual*. New York: The Ronald Press Company, 1961.
unpaged. (Price – $4.50)

Florida. State Department of Education. *Supervised Food Service: A Suggested Guide*. Tallahassee, Florida: State Department of Education, Division of Vocational Technical and Adult Education, 1969. 176p.

Folson, Le Roi A. *A Syllabus Used in Instruction of the Training Courses for Professional Cooks Under the Manpower Development and Train ng Act*. New Haven, Connecticut: The Culinary Institute of Amer.ca, 1965 196p. (Price – $5.00)

_____. *Instructor's Guide for the Teaching of Professional Cooking*. New Haven, Connecticut: The Culinary Institue of America, 1967. 273p. (Price – $7.50)

Gregg, Joseph G. *Cooking for Food Managers: A Laboratory Text*; an introduction to quantity food preparation and production for mid-management food personnel. Dubuque, Iowa: Wm. C. Brown Co., Inc., 1967 148p.

Hudson, Marie. *Instructor's Outline for Foundations of School Food Service*. Tallahassee, Florida: State Department of Education, 1969. 221p.

Jackson, Ernestine. *Instructor's Guide to Basic Nutrition*. Tallahassee, Florida: State Department of Education, 1969. 130p.

Kotschevar, Lendal H., and McWilliams, Margaret. *Understanding Food* New York: John Wiley & Sons, Inc., 1969.
495p. illus. (Price – $7.95)

Lundberg, Donald E. *The Logic of Cookery: A Programmed Primer*. Amherst, Massachusetts: University of Massachusetts, The University Store, 1964.
131p. (Price – $3.00)

Missouri. State Department of Education. *Chef: A Course of Study Designed for Cooperative Part-Time Students Employed in Food Service Estblishments*. Columbia, Missouri: The University of Missouri, College of Education, 1967. (Accompanying Key to Questions) 116p. (Price – $2.00)

_____ _____. *Food Service: A Course of Study Designed for Cooperative Part-Time Students Employed in Food Service Work*. Columbia, Missouri: University of Missouri, College of Education 1968.
108p. (Price – $2.00) (Accompanying Key to Questions)

——. ——. *Hotel Management: A Course of Study Designed ... Part-Time Cooperative Students Employed in Hotels.* Columbia, Missouri: University of Missouri, College of Education, 1949. 75p. (Price – $2.25) (Accompanying Key to Questions)

——. ——. *Institutional Food Service Supervisor: A Course of Study Designed for Cooperative Part-Time Students Employed in Institutional Food Service.* Columbia, Missouri: University of Missouri, College of Education, 1966. 149p. (Price – $2.00) (Accompanying Key to Questions)

Moosberg, Frank O. *Simplified Manual for Cooks for Vocational Schools, On-the-Job Training, Cooks, Food Managers, In-Service Training, Dietitians, Instructors, Lectures and Demonstrations.* Des Moines, Iowa: Frank O. Moosberg, 3122 Garden Avenue, 1968. 233p. illus. (Price – $4.95)

Office of Education. U.S. Department of Health, Education and Welfare. *Training Food Service Personnel for the Hospitality Industry.* Washington, D.C.: U.S. Government Printing Office, 1969. 145p. (Price – $.65) (No. FS 5.282: 82018)

Sultan, William J. "Elementary Baking," a manual for teaching baking. A student workbook is also available. New York, N.Y. McGraw-Hill Book Company 1969. "Elementary Baking" 268 p. illus. (Price – $7.95) "Student Workbook" 172 p. (Price – $3.95)

Sutherland, Elisabeth, and Nelson, P. Mabel. *Food Preparation Principles and Procedures: a laboratory manual for college courses in food preparation.* Dubuque, Iowa Wm. C. Brown Co. Publishers 1968. 371p. illus. (Price – $5.95)

BIBLIOGRAPHY – PROGRAM ADMINISTRATION

Almarode, Richard L. *Guidelines for Hospitality Education in Junior Colleges: a manual for the establishment of programs for careers in the hotel-motel, restaurant and institutional industries.* Washington, D.C.: American Association of Junior Colleges, Sept. 1967. 56p. illus. (Price – $1.50)

AM/AVA Industry Planning Council. *Standards for Automotive Service Instruction in Secondary Schools.* Detroit, Michigan: Automobile Manufacturers Assn., 1965. 68p.

APPENDIX III

PROJECT CAREER EXPLORATION

Project No. 08 026 151 313

HEALTH CAREERS UNLIMITED

January, 1973

MAUKEGAN COUNTY TECHNICAL INSTITUTE

A. J. Natalicio, District Director

HEALTH CAREERS UNLIMITED

COURSE OUTLINE

COURSE DESCRIPTION:

The purpose of Health Careers Unlimited is to offer an opportunity for the interested student to explore a variety of careers in the health care field. The student will be exposed to the wide range of occupations within selected health clusters, and will receive current information regarding opportunities, work environment, and the special skills, knowledge, and attitudes required within each cluster.

The student will be exposed to the health care field primarily by having the opportunity to visit with people on the job, listening to guest lectures, and through the multi-media of motion pictures, filmstrips, and printed materials.

GENERAL GOALS:

1. In recognition that over 300 health careers cannot be explored in a survey course, a general goal for the student will be to develop techniques of research in order to obtain information regarding any career of interest as it pertains to his/her person.

2. The student will become aware of the wide number of options in health careers, yet recognize limitations in those careers which do not have adequate ladders or lattices.

3. The student will be advised to keep as many health career options open as possible at this point of his/her development.

4. The student will learn to identify physical, emotional, and educational qualifications for specific health careers.

5. The student will be helped to assess his/her own interest, motivation, personal characteristics and relate these to health career choices.

6. The student will grow in maturity of understanding of the qualities he/she must develop to be effective in a health career, and will be encouraged to begin to develop those qualities now.

7. The student will grow in understanding of job realities as he/she is placed "Where it's at" in hospitals, agencies, etc., and as he/she talks with professionals.

8. The student will either express an interest in a health career or be able to identify why a career has been eliminated from his/her future plans.

9. The student will be able to observe both positive and negative factors of various careers by visiting numerous work environments and visiting with people on the job.

10. Eight clusters of careers have been selected for special emphasis on the basis of local job opportunities.

For each career explored the student will be able to identify:

1. Educational requirements in high schools and institutions where specific health career education is available.

2. Attitudinal and physical requirements

3. Salary ranges.

4. Unique working conditions (hours, days, etc.).

5. Sources for obtaining career information.

6. Opportunities for mobility and advancement.

7. Existence, or lack, of ladders and lattices.

8. Description of work tasks.

9. Projected future for career.

10. Advantages and disadvantages of career.

It should be noted that these General Goals are related to each unit covered by the student. Repeating the objectives identified within the General Goal No. 10 for each and every unit is not considered necessary.

Whenever possible the class will sit in a circle for discussions, so that each student will be involved and relate as a person to everyone.

Throughout the course opportunities will be made to talk with students in terms of their reactions to presentations, their own performance and attitude and how it affects what they learn and the way the presentations are made. They'll be constantly guided in

taking notes and asking questions, so these skills can be developed. Their personal reactions to each presentation must be received openly as valid, for they are their honest opinions. When they are hypercritical or unreasonable they should be confronted with this, but in a way that will enable them to look at themselves (e.g. ask the others for their reaction to that situation, ask them what they'd expect, how'd they see it done differently, why they say that, etc.). Never put the student down, but hold to high criteria in terms of their own self development: being responsible in attendance, promptness, interest. This is very important learning and when it is from them (if you wish to be in class. . . if you wish to be in a health career, begin NOW . . . how would you like for . . ?).

A time either at the beginning or end of each two sessions should be made for self-evaluation and program-evaluation when only the Instructor and students are present. This need not be long, but should always be done with fairness on the part of the Instructor. The students will then become more open and more and more realistic about themselves and others. The evaluation-exam should be used at every other session.

HEALTH CAREER UNLIMITED

SAMPLE: EVALUATION-EXAM

1. Choose one career on which to complete the fact sheet from each session.

2. Indicate what you thought was a major point made by each speaker or presentation - reasons for your decision.

3. In terms of your own needs and interest, what was the most valuable learning for you in the last sessions? Why?

4. List three new terms and define.

5. Questions not answered.

SELECTED HEALTH CAREER CLUSTERS

The following are the eight clusters and their corresponding careers to be explored:

1. The Career of the Physician and the Medical Assistant

   The career in general and specified areas of medical specialties.

2. Careers in Nursing

   Registered Nurse
   Practical Nurse
   Nursing Aide and Orderly

3. Careers in Rehabilitation

   Physical Therapist
   P.T. Assistant
   P.T. Aide
   Occupational Therapist
   O.T. Assistant
   O.T. Aide

4. Careers in Diagnostic Services

   EKG, EEG Technicians
   X-Ray Technologist
   Operating Room Technologist
   Certified Laboratory Assistant
   Cytotechnologist
   Cytology Technician
   Histologic Technician
   Medical Technologist
   Medical Laboratory Technician

5. Careers in Dental Care

   Dentist
   Dental Hygienist
   Dental Assistant
   Dental Lab Technician

6. Careers in Vision Care

   Opthamologist
   Optician
   Optometrist

SELECTED HEALTH CAREER CLUSTERS (continued)

7. Careers in Administration of Health Services

Administrator
Accountant
Personnel Director
Medical Assistant
Medical Secretary

8. Careers in Mental Health and Social Services

Psychiatrist
Psychiatric Social Worker
P.S.W. Assistant
P.S.W. Aide
Medical Social Worker
M.S.W. Assistant
M.S.W. Aide
Recreation Specialist
Psychiatric Nurse
Clinical Psychologist
Music Therapist

WAUKESHA COUNTY TECHNICAL INSTITUTE

HEALTH CAREERS UNLIMITED

SCHEDULE OF ACTIVITIES

Units		Dates
I.	Introduction	
II.	Hospital Tour	
III.	Nursing	
IV.	Mental Health	
V.	Independent Study	
VI.	Diagnostic Services	
VII.	Dental Care	
VIII.	The Physician and Medical Assistant	
IX.	Occupational Therapy	
X.	Physical Therapy	
XI.	Careers Related to Vision	
XII.	Administration	
V.	Research Reports	
	Summary and Evaluation	

HEALTH CAREERS UNLIMITED

UNIT I

INTRODUCTION

INSTRUCTIONAL OBJECTIVE:

1. You will be able to identify class procedures.
2. You will know the process used for selecting self-study topics.
3. You will read informational graphs on health careers.
4. You will begin to identify general areas of interest.

LEARNING ACTIVITIES:

1. You will receive an outline of class activities and the procedures regarding attendance and transportation will be identified.
2. Take the Pre-Test for Health Careers Unlimited.
3. If possible, identify your general area of interest. For assistance you may:
   - A. Examine the clusters of health careers in the Course Outline.
   - B. Take the "Health Care-ers Quiz."
   - C. Look over the Health Careers Chart published by Health Careers Program, Madison, Wisconsin.
   - D. Look over the Health Careers Booklet printed by the Woman's Auxiliary to the Medical Society of Milwaukee County.

SUGGESTED OUTLINE:

45 min. Student talks to unknown student: learns enough to introduce that person to others in room, then make the introductions.

Go around the room with each person stating reason why for taking this course.

Make a list on chalk board of all the health careers the class can identify.

Have class fill out Questionnaire pp. 2, 3, 6, 7, 13.

45 min. Go over, with class -

1. Purposes

2. Outline, settling on:

   a. Means of transportation
   b. General behavior expectations and dress codes as related to visitations, and professional presentations.

3. Opportunities for learning and measuring your learning via -

   a. Notes and "Career Fact Sheet"
   b. Extra-curricular via visits, articles summarized from periodicals, newspapers, T.V.
   c. Spot quizzes, open notebook exams
   d. Classroom participation
   e. Special reports

4. Grading system

   a. Notebook notes complete, well organized, neat, extra reading, T-Viewing 30%
   b. Report on Career Choice. 30%
      and another career not being covered in this program (may or may not be career choice) . 10%
   c. Exams, including spot checks . . 10%
   d. Responsible and Mature Behavior- Your ability to take care of yourself by being prompt, by always dressing and behaving appropriately. Your maturity will

be expressed by approaching each session with an alert inquiring mind, and with respect for each Profession and Professionals making presentations. 20%

5. Discussion of personal qualities necessary for health care personnel to be successful (again each student will contribute one, and indicate reason for choosing this quality).

15 min. Each student does "Health Care-ers Quiz" and takes break.

15 min. During break Instructor looks at results of "Health Care-ers Quiz" and "Questionnaire" in order to refer to them and to have a better understanding of where the class will be going.

15 min. Establish miliau for self-study.

1. Suggest possible careers for sessions on Independent Study, using recent material s students handed in as well as stimulating students to think creatively to hand in their topic choice by Session III.
(See Independent Study)
Research out one more career not covered in this course by:

a. Library
b. Sending for information
c. Contacting person in career to ask about it, and possibly shadowing person.

2. Hand out "Horizon's Unlimited"
Hand out "Health Careers in Wisconsin" and show Health Careers Chart which they may order from same location.
Hand out "Career Information and Scholarships", and discuss how this could be used, encouraging immediate action for extra-credit.

25 min. Have students think of their own strengths and assets as well as deficits. Have them write these for themselves and for their reference as they choose a career.

Depending upon the group, open up a discussion on strengths and how they could be utilized and weaknesses that could be corrected and turned into strengths, or circumvented. Be as direct as the group is interested in becoming, in discussing their own views of themselves and each other. If this is not possible, try to spend a few minutes with each student in just looking at his or her statement and acknowledging where they are, at this time. This could be done as others leave, or begin looking over material, checking what they wish to send for, study further, etc.

5 min. Review Hospital to be visited, material to study in preparation (in Hand-Out). Discuss what they want out of the visit. Make "Career Fact Sheet" available.

Purposes:

1. Relax, get acquainted
2. Get an understanding of what this class is all about for them and dependent on them.
3. Come to realize the class expectations of them.
4. Begin the process of self-evaluation and career-evaluation.
5. Those listed in original manuscript.

RESOURCE MATERIALS:

Note: The Instructor should use as resource material:

1. CAREER INFORMATION AND SCHOLARSHIPS
2. HEALTH CAREERS PROGRAM (Fact sheets filmrate)
   P. O. Box 4387, Madison, WI 53711
3. Hospital Council of Greater Milwaukee Area,
   CAREERS IN HEALTH
   3898 W. Bluemound Road, Milwaukee, WI 53226
4. A-V Library of WCTI.

HEALTH CAREERS UNLIMITED

UNIT I

"CHOOSING A CAREER"

Mr. R. Laurence Schoenberger
Assistant Director-Student Services
Waukesha County Technical Institute

HEALTH CAREERS UNLIMITED

UNIT II

HOSPITAL TOUR

INSTRUCTIONAL OBJECTIVES:

1. You will be able to recognize the variety of health career possibilities found in the hospital.

2. You will begin to discriminate between similar and different career characteristics. You should identify, as an example, the manipulative requirements for E.C.G. and E.E.G. Technicians.

3. You will be able to identify personal qualities sought in hiring hospital personnel and recognize the standards of hygiene involved in hospital care. You will become acquainted with hospital ethics re: patients' rights and staff relationships, and learn general personnel policies operative in a hospital (hours, vacations,etc.).

LEARNING ACTIVITIES:

1. You will tour a hospital. As you are introduced to each department be sure to note career titles. Ask any questions you wish.

2. You will have an opportunity to use the electrocardigraph machine. Try to see yourself as an E.C.G. Technician. You will observe electroencephalograph machine with some limited explanation of E.E.G. Technician's work.

3. The Personnel Director or In-Service Educator of the hospital will discuss the standard of ethics. hygiene, and personal qualities the hospital looks for in hiring personnel (see Goal 3), with time for questions and answers.

SUGGESTED OUTLINE:

45 min.	Hospital Tour
45 min.	E.C.G. and E.E.G. experience
15 min.	Break
40 min.	Personnel Director or In-Service Educator
5 min.	Review location and directions for next week. Stress necessity of promptness. Remind them to have Independent Study Subject and plan for study ready for next class. Remind students to do "Career Fact Sheet."

RESOURCE MATERIALS:

1. Fact Sheets: E.C.G. Technician
   E.E.G. Technician

2. CAREERS IN HEALTH
   Hospital Council of Greater Milwaukee Area
   9600 W. Bluemound Road, Milwaukee, WI 53226

HEALTH CAREERS UNLIMITED

UNIT III

NURSING

INSTRUCTIONAL OBJECTIVES:

1. You will be able to contrast the duties and educational requirements for a Nursing Assistant, licensed Practical Nurse, and Registered Nurse, lack of mobility between careers.

2. You will be able to differentiate between three degrees of the Registered Nurse, difficulty of credit transfers.

3. You will be able to identify nursing careers found outside of the hospital.

4. At this time you will also be able to define the role of an Operating Room Assistant and Ward Clerk.

5. You will have a sense of Nursing Education by learning one skill, and being in an educational institution.

LEARNING ACTIVITIES:

1. Read the following handouts:

   A. "Interested in Nursing?"

   B. "Education for Nursing Varied."

   C. "The Teaching-Learning Process in Associate Degree Nursing Programs."

2. View the filmstrip on Nursing from the Educational Opportunity Center.

3. You will visit Waukesha County Technical Institute, Pewaukee, Wisconsin, to participate in the following activities:

   A. A panel presentation on the different duties and educational requirements within nursing by representatives from different health delivery systems.

LEARNING ACTIVITIES (continued):

B. A brief presentation of the Operating Room Assistant and Ward Clerk Program at W.C.T.I.

C. An opportunity to experience a task performed in nursing, such as taking a person's pulse.

D. Do fill out the "Career Fact Sheet" on Nursing.

SUGGESTED OUTLINE:

Students will be divided into two groups, spending the time equally in each section.

Section A: 70 min.

5 min. Review session before dealing with reactions regarding careers, unrealized expectations, etc.

20 min. Description, as defined by Fact Sheet, of the Nursing Assistant, Licensed Practical Nurse, and the R.N. (with the Diploma, Baccalaureate and Associate Degrees described), requirements, credit transfers which are possible/impossible. Discuss schools, locations, costs, financial aids, application due. The discussion could be based on the new tape available through the Wisconsin Nurses Association, 161 W. Wisconsin Avenue, Milwaukee, WI. 53203, or the slide show developed by Nursing Talent Search, Ms. Pat McGovern, 517 W. Mitchell Street, Milwaukee, WI 53206. Material to be handed out in conjunction with this is: "Interested in Nursing," "Education for Nursing Varied," Adele Stahl, and "The Teaching-Learning Process in Associate Degree Nursing Programs" - University of California, L.A. Ed. Ext."Nursing Careers."

30 min. A panel composed of R.N.'s from: Armed Services, Hospital Floor Duty, Visiting Nurse, Public Health Nurse (obtain from these sources). The instructor will moderate by asking such questions as "Why have you chosen this area of Nursing, over all others?" "What are the advantages of your area (Armed Services tell of financing education)?" "What has been your

most satisfying experience. . . most scary . . what do you hate most about your work?" "Would you consider changing . . if so into what area, why?" "How'd you get into Nursing. . . motivation education?" "What thoughts to leave with these students?"

15 min. Then, in time remaining, let students divide into three groups with one R.N. in each group to rap with them.

10 min. Break.

Section B: 70 min.

50 min. Have students taught by staff at W.C.T.I., learning to take one another's temperature, pulse or respiration rate. Whatever the staff would prefer.

15 min. Have staff describe the O.R. course and Ward Clerk program at W.C.T.I.and discuss all information from "Careers Fact Sheet". Handout "Supportive Nursing Careers."

5 min. Go over Independent Study topic of each student and general plan of study. If it needs to be changed, it can be done for the next session.

RESOURCE MATERIALS:

1. NURSING CAREERS and SUPPORTIVE NURSING CAREERS
   Health Careers Program
   P.O. Box 289, Madison, WI 53701
2. INTERESTED IN NURSING? (Handout)
3. EDUCATION FOR NURSING VARIED, Adele Stahl,R.N.
4. THE TEACHING-LEARNING PROCESS IN ASSOCIATE DEGREE NURSING PROGRAMS
   University of California, Los Angeles
   Education Extension

RESOURCE PERSONS:

1. Visiting Nurses Association.
2. Public Health Nursing Department.
3. Local hospital for other R.N.'s.
4. Armed Services.

HEALTH CAREERS UNLIMITED

UNIT IV

MENTAL HEALTH

INSTRUCTIONAL OBJECTIVES:

1. You will be able to identify careers in mental health.
2. You will be encouraged to develop an open attitude toward mental health.
3. You will be informed as to where you can get counseling help for yourself or others.
4. You will beocme acquainted with some Mental Health Frontier.

LEARNING ACTIVITIES:

1. You will either participate in a discussion with a Psychiatric Social Worker

   OR

   View the film entitled, "America's Crisis: Emotional Dilemma."
2. Read the pamphlet entitled "Because You Like People--Choose a Career in Mental Health."
3. Fill out the "Career Fact Sheet" on any career in the field of Mental Health.

SUGGESTED OUTLINE:-

90 min. Film: "America's Crisis:Emotional Dilemma". What attitudes did you have re: counseling? Did this change your ideas?

SUGGESTED OUTLINE (continued):

30 min.	Discussion: What attitudes do you observe re: counseling among youth, adults of this community. Do you consider the family counseling style is effective or not?- discuss. Describe the type of counseling you observed and pros and cons of each.
15 min.	Break
15 min.	Each student fills out one Health Careers Fact Sheet, choosing that which seems most interesting to him in "Choosing a career in Mental Health." A representative of Waukesha County Association for Mental Health or a representative of the Waukesha County Department Mental Health describes work and invites students to join.
	Conclusion: Turn in Independent Study subject and tell how the next 2½ hours of Independent Study will be spent, with appointment for help at the next session.

ALTERNATE PLANS:

2. Program is provided and developed by Waukesha County Department of Mental Health. It is not reasonable to dictate their program. Suggestions could be: Have Mrs. Rosene set up a limited experience of group inter-action for self understanding and take time to describe mental health careers.

3. Program provided and developed by Waukesha County Association for Mental Health. Instructor could suggest goals.

RESOURCE MATERIALS:

1. Mrs. Rosene, Waukesha County Department of Mental Health.

2. Waukesha County Association for Mental Health. BECAUSE YOU LIKE PEOPLE....CHOOSE A CAREER IN MENTAL HEALTH. CATALOGUE OF SELECTED MENTAL HEALTH FILMS.

RESOURCE MATERIALS (continued):

3. Films: AMERICA'S CRISIS: EMOTIONAL DILEMMA-C2.
Indiana University Audio-Visual Center
Bloomington, Indiana 47401

TROUBLE IN THE FAMILY- C3.

4. MENTAL HEALTH FACT SHEET
Health Careers Program
P.O. Box 4387, Madison, WI 53711

HEALTH CAREERS UNLIMITED

UNIT V

INDEPENDENT STUDY

INSTRUCTIONAL OBJECTIVES:

1. You will develop techniques of research in order to pursue a given interest or to initiate any new interests in the field of health careers which will not be covered in the course.

2. You will meet your specific interest, by your own choice of subject.

LEARNING ACTIVITIES:

1. Your topic is to be mutually agreed upon between you and your instructor. A variety of choices, from all health careers, will be possible.

2. You will prepare to give a presentation to the class on the career of your choice. This activity will take place during the last two days of class.

SUGGESTED OUTLINE:

The Instructor will meet with any students who wish to discuss how to get at their career choice. The Instructor may give help in choosing a career to study. The Instructor should help the student go over how to approach a professional, and suggest how to locate the professionals and ask them for help and the privilege of "shadowing."
Possible courses in which to encourage reports are:

Dietitian	Records Librarian
Sanitarian	Pharmacist
Public Health Educator	Radiologic Technologist
Veterinarian	Inhalation Therapist
Podiatrist	Speech Pathologist
Accountant	Audiologist
Librarian	

RESOURCE MATERIALS:

(Same as in Unit I.)

1. CAREER INFORMATION AND SCHOLARSHIPS.

2. HEALTH CAREERS PROGRAM (Fact sheets filmrate)
P.O. Box 4387, Madison, WI 53711

3. CAREERS IN HEALTH
Hospital Council of Greater Milwaukee Area,
9898 W. Bluemound Road, Milwaukee, WI 53226

4. A-V Library of W.C.T.I.

HEALTH CAREERS UNLIMITED

UNIT VI

DIAGNOSTIC SERVICES

INSTRUCTIONAL OBJECTIVES:

1. You will become acquainted with one of the Diagnostic areas of a hospital: namely, the Laboratory. You will be aware of its departments: chemistry, microbiology, hematology, immunohematology (Blood Bank).

2. You will get an overview of the number of specializations and wide variety of educational requirements within this area.

3. You will be able to describe the roles of a Medical Technology, Cytotechnologist, Pathologist, Medical Laboratory Technician, Certified Laboratory Assistant, Histologic Technician, Hematology Technologist.

LEARNING ACTIVITIES:

1. Read pages 79-85 of Horizons Unlimited, published by the American Medical Association.

2. Participate in the presentation given at a hospital or by Ms. Alice Semrad, Director of Medical Technology Department, Medical College of Wisconsin.

SUGGESTED OUTLINE:

DIAGNOSTIC SERVICES FOUND IN MEDICAL TECHNOLOGY

THIS PROGRAM, AGAIN HAS OPTIONS.

The best introduction possible would be made if the Program Presenter for the evening would be Ms. Alice Semrad, Director of Medical Technology, Department of the Medical College of Wisconsin, 561 N. 19th Street, Milwaukee, WI 53233. 272-5450.

SUGGESTED OUTLINE (continued):

If she agrees to come, give her the entire evening. She has taught high school students, prepared Peace Corps workers to teach in Africa, and is a teacher par-excellence. She knows what to say and show (she will use slides).

Otherwise try to make arrangements to have students in a laboratory in a Hospital. The Pathologist must first be contacted, and he will assign it to a Medical Technologist (unless you know a RMT who will contact the Pathologist offering services).

If it is a Hospital Laboratory, again you must allow the presenter to choose, but, along with introducing the careers and departments named in the objectives, the students might observe: making a blood smear, doing a hematocrit, a white blood count and hemogloben, learning about the use of the spectrophotometer, the chemistry and blood bank. They could learn how to set up a cross match, microbiology, how to set up a urine culture, and an antibiotic sensitivity testing.

The students could type their own blood.

It may be necessary to arrange another time with a hospital. Milwaukee County does offer these opportunities evenings, and so it is up to the particular hospital.

RESOURCE MATERIALS:

1. Fact Sheet: Medical Technologist
   Medical Laboratory Careers
   Health Careers Program, P.O. Box 4387
   Madison, WI 53711

2. A Fact Sheet - CAREERS IN THE MEDICAL LABORATORY

   Registry of Medical Technologists (ASCP)
   Box 4872, Chicago, Ill. 50580

HEALTH CAREERS UNLIMITED

UNIT VII

DENTAL CARE

INSTRUCTIONAL OBJECTIVES:

1. You will be able to identify careers in Dentistry, Dental Hygienist, Dental Assistant and Laboratory Technician.

2. You will have information regarding proper tooth care.

3. You will know something of new trends in dental care.

LEARNING ACTIVITIES:

1. You will visit the Marquette School of Dentistry where you will hear a presentation on the role of a Dental Hygienist and new areas in the field of Dentistry.

OR

2. You will have a Dentist and Dental Hygienist make a presentation.

SUGGESTED OUTLINE:

60 min. DENTAL HYGIENIST-CAREER DESCRIPTION

Contact Marquette School of Dentistry for speakers, or Dr. Charles L. Evans, Orthodontist, 717 North East Avenue, Waukesha, WI 53186, or Waukesha Dental Association.

Discuss cause of dental diseases and how to prevent them.

Describe the nature of dental plaque and how to start personal plaque control program.

SUGGESTED OUTLINE (continued):

Demonstrate use of disclosing tablets, toothbrushes and dental floss and /or tape.

After presentation, which will introduce the following terms: oral physicltherapy, plaque, bacteria, sucrose, dextrans, colonization, fluoride, sulcus, flossing, taping, have the remaining time spent in role playing Dental Hygienist, the students educating one another in proper oral physiotherapy.

15 min. Break.

DENTIST - 60 min.

40 min. Career description including education required, schools, requirements, costs, financial aids, how to apply, income range and job opportunities. The Dentist will also discuss what he looks for in an assistant relative to above, and stressing personal qualities necessary.

20 min. Film - "Pattern of a Profession," A.D.A., 211 East Chicago Avenue, Chicago, ILL 60611.

A presentation of oral anatorm conveying information on the component of the dentition and the supporting structions of the teeth. Terms to be introduced will be oral anatomy, dental anatomy, dentition, primary dentition, permanent dentition, mixed dentition, eruption, exfoliation, arch, quadrant, inciso canine, premolar, molar, dentin, enamel, cementum, pulp, crown root, alveolar process, gingiva, attached gingiva, marginal gingiva, gingival sulcus.

Or discuss new forms of dental prevention, specialized areas of dentistry: e.g., Oral Surgery, Dental Assistant, Dental Lab Technician. May use film "The Challenge of Dentistry." (address above)

15 min. Questions and answers of Dentist and Hygienist.

RESOURCES: Fact Sheets: DENTIST

DENTAL ASSISTANT, HYGIENIST, LABORATORY ASSISTANT

Health Careers Program
P. O. Box 4387, Madison, WI 53711

HEALTH CAREERS UNLIMITED

UNIT VIII

THE PHYSICIAN AND MEDICAL ASSISTANT

INSTRUCTIONAL OBJECTIVES:

1. You will be able to identify various areas of specialties for M.D.'s and their different and educational programs.
2. You will be able to describe the role of teamwork in the physician's career, identigying the Medical Assistant's role.
3. You will know of the career of Medical Assistant and be properly warned so as not to get into one of the many inadequate programs.
4. You will also know that the job expectations regarding income and opportunities are low.

LEARNING ACTIVITIES:

1. You will participate in a presentation by medical students from the Medical College of Wisconsin.
2. You will participate in a presentation on the role of the Medical Assistant.
3. You will read pages 1-58 of Horizons Unlimited if interested in a career as a physician.

SUGGESTED OUTLINE:

60 min. THE PHYSICIAN AND MEDICAL ASSISTANT

Ask the Medical Society to provide a Physician who will speak with the students about the Physician, etc. (educational requirements) and share some of the satisfactions and frustrations of his career. This should be at his discretion for about a 45 minute presentation and 15 minutes for questions and answers. He could also name the major specialties.

SUGGESTED OUTLINE (continued):

15 min. Break.

75 min. THE MEDICAL ASSISTANT

Ms. Barbara Schumann 244-6154
Medical Society
756 N. Milwaukee Street
Milwaukee, WI 53202

She would make a presentation on the work of the Medical Assistant and the material that should be covered in post-high education. She should be very clear on this, warning students of the many inadequate courses offered, and what to ask and look for in choosing a school. She also would tell of the career mobility and income liabilities. Give her 75 minutes because her own philosophy, determination, and responsible approach to work, her self-education, would make her an important role model for the students (she is an exceedingly attractive woman, as well).

RESOURCE MATERIALS:

Fact Sheets: MEDICAL ASSISTANT

PHYSICIAN

Health Careers Program
P.O. Box 4387, Madison, WI 53711

HEALTH CAREERS UNLIMITED

UNIT IX

OCCUPATIONAL THERAPY

INSTRUCTIONAL OBJECTIVES:

1. You will be able to identify careers of Registered Occupational Therapist and Occupational Therapy Assistant.

2. You will be able to differentiate between the functions and care offered by the Registered Occupational Therapist and the Physical Therapist.

LEARNING ACTIVITIES:

1. You should read over the pamphlets:

   A. "Can You Deal With Those Problems?"

   B. "Occupational Therapy IS. . . . . "

2. You will be given the opportunity to view the film entitled, "A Way Of Life."

3. You will hear from an Occupational Therapist.

SUGGESTED OUTLINE:

75 min. Presentation by Occupational Therapist.
Ask students what they think an Occupational Therapist does and education required. Have them read silently "The A-B-C's of Occupational Theraphy." Then describe Registered Occupational Therapist, and Certified Occupational Therapy Assistant.

Film - "A Way Of Life", 18 minutes. Rental $15.00
The American Occupational Therapy Association, Inc.
600 Executive Boulevard, Rockville, MD. 20852

Discussion.

15 min. Break.

SUGGESTED OUTLINE (continued):

10 min. Discuss problems and role of Occupational Therapist.

Problems: A man has an emotional problem. Depressed, distrustful of his family and unable to keep a job, he hides his feelings beneath outward acts of aggression bringing him into conflict with the community.

A brain injured child unable to identify shapes, sizes or colors. Cannot concentrate, doesn't like to sit still. Walks awkwardly.

A boy involved in a motorcycle accident. He has a spinal-chord injury with paralysis of both arms and legs. Previously a graduate engineering student, he is now incapable of eating, drinking or writing unassisted.

60 min. Demonstration by Registered Occupational Therapist.

A. Adaptations

B. Splints

C. Crafts in general

Set up opportunity for students to try out these activities.

RESOURCE MATERIALS:

Fact Sheet: OCCUPATIONAL THERAPIST

Health Careers Program
P.O.Box 4387, Madison, WI 53711

Public Affairs Pamphlet No. 420 @ 35¢
A NEW LIFE FOR THE DISABLED - Joel Levitch

THE A-B-C's OF OCCUPATIONAL THERAPY

OCCUPATIONAL THERAPY HANDBOOK

OCCUPATIONAL THERAPY ASSISTANT PROGRAMS

The American Occupational Therapy Assn., Inc.
800 Executive Boulevard, Rockville, MD 20852

HEALTH CAREERS UNLIMITED

UNIT X

PHYSICAL THERAPIST

INSTRUCTIONAL OBJECTIVES:

1. You will gain understanding of persons needing therapy; frustrations and difficulties they experience.
2. You will learn to respect a person who is crippled, and begin to overcome your fear.
3. You will identify careers of Physical Therapist, Physical Therapy Assistant and Physical Therapy Aide.

LEARNING ACTIVITIES:

1. Hopefully, you will have the opportunity to visit the Curative Workshop.
2. You will experience something of the difficulties a person needing Physical Therapy experiences.

SUGGESTED OUTLINE:

Have this presentation either in a hospital or Curative Workshop with a Physical Therapist. Students wear slacks and sport clothes.

30 min. Physical Therapist describes careers of Therapist, Therapy Assistant and Aide--career potential, etc.

30 min. The Therapist demonstrates use of equipment in room.

15 min. Break.

75 min. Students role play with one another, learning use of wheel chair, crutches, going up or down stairs, getting out or into bed, falling.

SOURCE MATERIALS: Fact Sheet - PHYSICAL THERAPIST

Health Careers Program
P.O. Box 289, Madison,WI 53701

HEALTH CAREERS UNLIMITED

UNIT XI

CAREERS RELATED TO SIGHT

INSTRUCTIONAL OBJECTIVES:

1. You will identify three careers: Optometrist, Opthamologist Optician, Optometric Assistant.

2. You will learn something of the structure of the eye, and tests done in determining problems to be corrected.

LEARNING ACTIVITIES:

1. You will have an opportunity to participate in presentations by both an Optometrist and an Optician.

2. You will become acquainted with many terms related to diagnosis of eye care.

SUGGESTED OUTLINE:

75 min. Optometrist makes presentation:
Dr. Mel Gehrig - 786-9630
15855 W. National Avenue, New Berlin,WI 53151

Film - "The O.D.'s: Vision Care Specialists" - 15 min.
American Optometric Assn.
251 Park Ave., South, New York, NY 10010

15 min. Discussion.

Description of educational background, and courses studied for preparation for Optometry or Opthamology, Optometric Assistant. Differences of three careers described.

Time remaining tell of eye tests done:

refraction	depth perception
muscle tests	health
color vision	accommodation

SUGGESTED OUTLINE (continued):

General terms used and explained:

myopia	exotopia
hyperopia	esotropia
astigmatism	hyperopia
presbyopia	

15 min. Break.

45 min. Optician: Presented by Mr. Joseph Nelson 462-1300
Herslof Optical Co.
12000 W. Carmen Avenue, Milwaukee, WI 53225.

Description of the many careers in the Optical business, and preparation. A description of what goes into making eye glasses, the types of glasses, etc. If the meeting could be held at Herslof's, the students could tour which would be even better.

RESOURCES:

Fact Sheets: OPTOMETRIC ASSISTANT

OPTOMETRIST

Health Careers Program
P.O. Box 4387, Madison, WI 53711

HEALTH CAREERS UNLIMITED

UNIT XII

ADMINISTRATIVE

INSTRUCTIONAL OBJECTIVES:

1. You will become acquainted with the number and variety of administrative positions open in Health Careers.
2. You will become acquainted with the work of non-profit agencies and volunteer possibilities.
3. You will practice interviewing for jobs.

LEARNING ACTIVITIES:

1. Hear from a non-profit Agency Director.
2. Review hospital careers.
3. Practice interviewing for jobs.

SUGGESTED OUTLINE:

60 min. An Administrator from any Agency (Heart, Cancer, Red Cross, etc.) speaks with students, identifying his career and indicating the many others working in Administration and the areas (e.g., Public Relations, Fund-raising, Director of Volunteer Services) involved in Agency work. He could tell something of his own particular Agency as well.

30 min. A hospital Personnel Director would talk with the students, identifying all of the Administrative careers in a hospital.

15 min. Break.

45 min. David Swanson, of W.C.T.I., would set up role playing situations with persons applying for a job. He would do the first couple of interviews and then have the students role play both roles. The instructor would have to assist him in this educational style, of course.

RESOURCE MATERIALS:

Fact Sheets: HOSPITAL ADMINISTRATOR

HOSPITAL ACCOUNTING

Health Careers Program
P. O. Box 289, Madison, WI 53701

HEALTH CAREERS UNLIMITED

RESEARCH REPORTS

INSTRUCTIONAL OBJECTIVES:

1. You will share your particular career and gain in poise and the knowledge that you have something to share: you can give health career information with due study.

2. You will gain a broad scope of Health Career information as each student reports on a different career.

3. You will begin to gear into your own career decision as you share that with the class.

LEARNING ACTIVITIES AND OUTLINE:

You will give your reports. Each student would be given 7 minutes for report and 3 minutes for questions and answers. The reports will be graded for accuracy of content, clarity of content, ease in dealing with new words, terms, ideas and the research done in preparation.

HEALTH CAREERS UNLIMITED

SUMMARY AND EVALUATION

INSTRUCTIONAL OBJECTIVES:

1. You will look at your own preference and have time to sort out further with instructor and class.
2. You will reinforce and support one another as you share your interest and new learnings.
3. You will test out your learnings.

LEARNING ACTIVITIES AND SUGGESTED OUTLINE:

60 min. Summary Test (open book). Developed from material covered.

15 min. Break.

10 min. Retake original questionnaire.

Students will be seen, one at a time, while they are taking the exam and questionnaire.

Remaining time. Each student will share what they now wish to be, and what they feel to be the most valuable thing they learned (personal development).